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ABSTRACT

A project was undertaken to plan and begin developing the objectives for a master's degree program to prepare individuals to fill a wide range of roles in providing special and vocational education to disabled students. The following accomplishments were made during the project: an eight-member planning task force was formed; resources available for use in the planning phases of the project were identified through various site visits, correspondence, and seminars and workshops; a project time line was formulated; broad goal statements were developed for various priority areas identified; and specific performance objectives were derived for courses in methods for teaching vocational skills to handicapped students, methods of teaching vocational subjects, and vocational guidance. (This project report includes course outlines for each of the three courses developed, a form to evaluate instructional materials for the academically disadvantaged, a guide outlining the specific needs of various subpopulations of special needs learners, and a discussion of the Education for All Handicapped Children Act (PL 94-142) and section 504 of the Vocational Rehabilitation Act of 1973.) (MN)

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FINAL REPORT

PROJECT NO. 029CH20632A

From June 1, 1982 to May 31, 1983

A cooperative preparation program for Industrial and Special Education Personnel: A Planning and Pilot Project

U.S. Department of Education
Assistance Management and Procurement Service
Washington, D.C. 20202

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FINAL REPCRT
PROJECT NO. 029CH20632A
From June 1, 1982 to May 31, 1983

A cooperative preparation program for Industrial and Special Education Personnel: A Planning and Pilot Project

DEPARTMENT OF INDUSTRIAL EDUCATION
COLLEGE OF EDUCATION
FLORIDA A&M UNIVERSITY
Tallahassee, Florida 32307

Dr. Freeman R. Irvine, Jr.
Project Director

The project reported herein was conducted pursuant to a grant from the United States Department of Education. Contractors undertaking such projects are encouraged to freely express their professional judgement in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent the official position or policy of the United States Department of Education.

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ABSTRACT

The Florida A and M University (FAMU) Department of Industrial Education, Division of Vocational-Technical and Adult Education, College of Education conducted a planning project to develop an instructional sequence to initiate the first level of an interdisciplinary Vocational/Special Education Degree program. This planning project was conducted utilizing the Area of Special Education at FAMU and the Leon County School District to:

1. Plan and define the scope, content and sequence of the first level of training.
2. Develop the instructional system.

This project not only produced a replicable content and sequence of the first level of training for an interdisciplinary Special Education/ Vocational Education Masters Degree but also provides a replicable cooperative educational programming model demonstrating collaberation between a university department, another Area of Studies (Special Education) and a local school district.

INTRODUCTION

This was a planning project for the preparation of both special education and vocational education to effectively and efficiently meet the vocational needs of handicapped students in the least restrictive education environment of the regular grades. Essentially, the project was a cooperative venture between the local public school district of Leon County and the Florida A&M University Department of: Industrial Education in the College of Education; Division of Vocational-Technical and Adult Education.

The proposed program was planned and designed with the Leon county Vocational Director, the Leon county Special Education Director and selected teachers of the Leon County School District. Essentially, this project initiated the first level of a Vocational/Special Education Masters Degree Program to prepare competent personnel to fill a wide range of vocational roles with handicapped students.

This program consisted of only the planning and defining phase of the project and had five broad objectives as follows:

1. Establishment of an eight member planning task force which will be selected from the public school special education personnel. The university special education department and the industrial education department.

2. The identification of existing resources that may be used in the planning effort.

3. The organization of management, such as assignment of tasks, responsibilities, timelines and lines of communication among the planning team.

4. Review broad goal statements for each priority area for content relevance, scope and sequence.

5. Derive specific performance objectives from the broad statements for three instructional systems - to make them appropriate to the policies, facilities and capacities of the local districts.

Each of these objectives was planned, developed, and evaluated by personnel from the Leon County School District and Florida A&M University and used the resources of that district for the solution of problems. Awareness sessions for the districts administrative and supervisory personnel was provided to assure support for the program and to develop basic understanding and acceptance of the concepts associated with the integration of the handicapped into the mainstream of vocational education. The project also provided for identification and input of concerns and needs of the community. This was accomplished by establishing an Advisory Committee of

PROJECT OUTCOMES

NEEDS ASSESSMENT OUTCOME

Brief Overview Of The Project

The present Regular Education Inservice Project attempted to assess the need which calls for providing assistance to vocational education teachers required to demonstrate the skills, knowledge and attitudes as they work with the handicapped and disadvantaged in a vocational setting. It is also suggested in this connection that research be conducted to identify what special educators should know about vocational education, since this will enable them to work together with vocational educators in helping the handicapped.

A front-end needs assessment study in the Leon County Area revealed that approximately 75 secondary special education and vocational education personnel in the area of Industrial Education and Co-op Departments in the system's junior and senior high schools are not functioning at self-sufficiency standards for a number of reasons: (a) vocational educators are not aware of the nature and implications of special needs students and (b) special educators are not aware of the goals and instructional content of career education nor are they able to deliver the instructional components of a pre-vocational curriculum that can prepare students for implementing vocational education instruction.

As a solution strategy, the Florida A&M University Department of Industrial Education, College of Education, in co-operation with the Special Education/Vocational Education Department of the Leon County School District has developed a one year, three course Master's level interdisciplinary Vocational/Special Education program.

In planning and defining the scope content and sequence of the foregoing effort five tasks were initially envisioned which included: (a) the establishment of an eight-member planning team, (b) the identification of resources (documentaries, related studies, bibliographies and resource persons specialized within various areas in vocational/special education, (c) the assignment of tasks to members of the planning team, (d) the review of broad goal statements identified for priority areas, and (e) the derivation of performance objectives from borad goals for the three courses in the Master's Program.

Although logically conceived, a close observation of the foregoing five tasks show that b, c, d, and e can and are being concurrently implemented. At this point in time, resources have been identified; a member of the planning team visited the National Center for Research in Vocational Education at the Ohio State University and returned with a number of research materials directly related to the vocational/special education implications of the present project.

Relationship Among Tasks

Since the identification of resources (task b) requires that proper insight be gained with respect to the target population (Leon County) and subject matter (vocational/special education), broad goals have been envisioned (task d) in the process as well as possible performance objectives emanating therefrom (task e).

While the organization of management and the assignment of tasks are on-going as the project effort continues, it is common experience that time lines and lines of communication among the planning team can

only be rigidly effective when a final planning flowchart containing all the functions (broad goal statements) has already been achieved. From these vocational/special education functions specific competencies for vocational/special educators will be derived. The specific competencies in turn will be broken down into performance indicators or discrete activities that can be observed as meeting preset performance criteria or not.

Table I summarizes the initial planning structure as originally envisioned.

The loop that runs rrom task a to task d shows that although an eight member planning task force has already been established it may be reorganized for managerial purposes as a task d activity. The dynamic characteristic of the five-task component also emphasizes a formative evaluation component which is invaluable to planning.

Purpose of the Present Report

The purpose of this report is to present:

(1) a status survey of research as it relates to educating special needs students within a vocational setting, while in turn relating it to the realities of the Leon County School system;

(2) Identifying a methodology for and deriving broad goals and specific performance objectives for the implementation of vocational/special education; and

(3) laying out a prospective evaluation model from which a three course vocational/special education Master's degree program was planned, designed and sequenced for Florida A&M University via empirical validation.

TABLE I
Initial Planning Structure

TASK	A(1)	B(2)	C(3)	D(4)	E(5)
IMPLEMENTATION	ON-GOING	ONGOING	ONGOING	ONGOING	

NOTE:

Numbers and letters are used to provide uniformity: some parts of this report have referred to tasks a,b,c,d, etc., or 1,2,3,4, etd., They are the same.

Status Survey

A status survey of the initial proposal reveals that the use of the "handicapped" to designate special needs students in Leon County excludes that category of special needs students referred to as "disadvantaged." In a broad sense the disadvantaged are, in fact, handicaps even though it is more conventional to treat both as special needs students belonging to two separate categories.

Table II offers the characteristics of disadvantaged individuals characteristics of disadvantaged individuals classified according to type of handicap:

Generally, persons considered to be handicapped are those who are mentally retarded, hard-of-hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impared persons who, as a result of their handicapping condition cannot succeed in a regular vocational education program without special education assistance or who require a modified Vocational Education program.

Further distinguishing two types of handicaps are:

(1) Physical Handicaps

A. Those requiring the individual to be institutionalized for special treatment or rehabilitation purposes.

B. Those which do not require the individual to be institutionalized for special treatment or rehabilitation purposes.

(2) Intellectual Handicaps which require the individual to be in special education programs.

TABLE II

CLASSIFICATION OF HANDICAP TYPES

HANIDCAP TYPE	DISADVANTAGE CHARACTERISTIC
Socially Disadvantaged	Parental neglect, poor/inappropriate environment
Emotionally Deprived	Slow learners due to poor reading ability or alienation from school environment.
Economically Deprived	Having problems arising from a low income family unable to meet basic wants
Intellectually Disadvantaged	Handicaps inherent in youth with low mental capacities and inability to cope with educational programs for the average or above average student.
Ethnically Disadvantaged	Problems attributed to racial or minority relationships with total society.

As previously pointed out, a full identification of the special needs student requires that handicaps be brojen down into: (1) Handicapped and (2) the disadvantaged. These two broad categories can be again precisely defined in terms of specific characteristics as follows:

(1) Handicapped

A. Physically Impaired

Includes students with physical defects which do not require continuous institutionalization.

B. Mentally Retarded (educable)

Includes those students who are educable depending upon their I.Q. and the environment in which they find themselves.

C. Visually Impaired

1. The Blind - who have so little vision that the senses of touch and hearing must be substituted for sight.

2. The Partially Sighted - able to utilize some remaining vision for learning.

D. Speech Impaired

Includes students exhibiting articulatory disorders, stuttering, speech disorders, or delayed speech.

E. Hearing Impaired

1. The deaf comprising students whose sense of hearing is non functional for ordinary purposes.

2. Those who are hard of hearing comprising those students who may be helped by hearing aids.

F. The Emotionally Disturbed

Includes students whose behaviors may be inappropriate to the point that they are both distracting and disruptive to the rest of the class.

2. Disadvantaged

A. Educationally Deprived

1. Who are overaged in grade?
2. Who exhibit excessive truancy, sporadic attendance?
3. Who score below average in the basic educational skills?
4. Who possess an IQ of 7-90 and need more time to do the work required?

B. Economically Deprived

1. Students who are major contributors to the family and are members of low income families.
2. Students from families whose subsistence level is low and usually plagued with employment problems.

C. Socially Deprived

1. Includes students who show inability to adjust to the demands of a rapidly changing democratic society.
2. show inability to establish and maintain acceptable relations with others.
3. are victimized by ethnic pressures.

D. Culturally Deprived

1. Includes students who have experienced limited exposure to adequate educational opportunities.
2. Students who have adapted the non-conformist attitude
3. Students having limited assessment in human social relations and have not been exposed to accepted minimum standards in matters of behavior, manners and respect of others.

TABLE III

Status Survey Instrument

SCHOOL	# OF STUDENTS ACCORDING TO HANDICAP TYPES	NUMBER OF STUDENTS ACCORDING TO SPECIFIC DISADVANTAGED CHARACTERISTICS
NAME OF SCHOOL	1 Type A = No of Students	Specific characteristics for type A
	2 Type B = No of Students	a.
	3	b.
	4	Specific characteristics for type B
	5	a. 1
	6	b. 2
	7	c. 3
	8	4
	9	5
0	10	6
1	11	7
2	12	8
3	13	9
4	14	10
5	15	11
6	16	12
7	17	13
8	18	14
9	19	15
0	20	16
		17
		18
		19
		20

A Brief Review of Related Studies

In establishing vocational education programs for the disadvantaged and handicapped students a number of broad objectives have to be met they are:

1. The vocational curriculum should reflect appropriate objectives and techniques designed to meet the individual needs of the students.
2. The vocational curriculum should provide vocational educators with information necessary to assist them in promoting meaningful vocational education for the disadvan- ged and handicapped students. Meaningfulness is reflected by the extent to which these students are successful in contributing to society and are self-sufficient in their careers.
3. Vocational programs should integrate and coordinate efforts with existing curriculum to encourage the student back into the mainstream of school activities through vocational education and training.
4. Supportive services, e.g., counseling, job placement and follow-up counseling should be an ingredient of the program.
5. Evaluation criteria should be developed these criteria should be applicable to the effectiveness of the educational system, the vocational experience and to the student's progress.

In the past, evaluation results have shown that the effectiveness of a program can only be achieved where there is a willingness to change

and adapt to new realities in an everchanging world of work. The vocational/special educator is thus seen in this respect as a change agent.

The role of change agent for both vocational/special education administrators and teachers means that they must possess certain skills, knowledge and attitudes necessary for the effective implementation of programs these include:

A. demonstrating a thorough knowledge of the subject matter,
B. choosing to take delight in and invert great interest in working with persons having special difficulites,
C. demonstrating the ability to utilize different techniques to achieve a particular goal,
D. demonstrating the ability to motivate students successfully,
E. generating strategies that reflect successful instructional efforst beyond what is mandated.

An Initial Survey Inventory

As a first step in the status survey it was necessary to define a target population in the Leon County School District through some systematic sampling for different population groups:

1. Students: In order to identify priority areas in planning and implementing a vocational/special education program it was necessary to collect statistics on the typical characteristics of special needs students in the Leon County School District through some stratified random sampling method.
2. Teachers: An effective Masters Vocational/Special Education degree program at Florida A&M University requires that resources be used as efficiently as possible in identifying

those skills, knowledge and attitudes which teachers have or do not have. Discrepancies thus identified will enable the vocational/special education planning team to draw up a curriculum based on them. Priority, of course, was given to discrepancies that better address the problems of special needs students in the Leon County School District.

A discrepancy analysis such as that described in the foregoing paragraph ultimately ensures performance effectiveness of the entire system, but may prove to be cost-effective as well.

3. Vocational/Special Education Administrators

A program cannot work smoothly if it is not well managed. Thus the role of the vocational/special education administrator is indispensable. Vocational/special education administration may be seen not only as the requirements incumbent on a particular position but as an on-going loop involving the vocational/special education supervisors of various capacities, teachers and even the learners.

This means that in addition to the vocational/special education management role which administrators play, they in a sense also function as teachers in workshops or classrooms and quite often in their counseling capacity as learners. Every experience in a vocational/special education endeavor is shared and the teacher is not less of a manager than the administrator.

Finally, the disadvantaged or handicapped learners can be brought to manage themselves through well planned individualized

energetic programs emphasizing motivational techniques that work. Since students' success depends on the particular behavior modification programs utilized, the students may successfully handle the teaching through self-direction.

Broadly outlined therefore are a number of competencies which vocational/special education administrators must possess in order to ensure the success of the Florida A&M University one-year vocational/special education programs:

1. Provide a basis for Curriculum Development.

The administrators must be aware of all relevant state and federal mandates and have clearly defined vocational/special education objectives.

As such the administrators must have available up-to-date information on job requirements (e.g. state requirements for licensing in specific programs).

2. Involving Staff

The vocational education administrators will work with the special education administrators in developing the FAMU three course curriculum for the Master's degree program.

While the special education administrators will be mainly involved in providing behavioral counseling, they will also demonstrate the ability to: (a) provide an occupational analysis, (b) verify the analysis, (c) analyze the verified competencies (skills, tasks), (d) translate the competencies into terminal performance objectives and (e) sequence the terminal performance objectives.

It is also assumed that vocational education administrators will be able to demonstrate reasonally enough those special education skills that will enable them to work with handicapped and disadvantaged learners.

Structural Layout of the Status Survey

The following tables were used as data collecting instruments. Table IV, was designed to serve teachers in vocational/special education and was used to gather preliminary information by performing a discrepancy analysis.

They are best adapted to individualized instruction and was used as an assessment inventory in finding out what skills, knowledge and attitudes vocational/special educators have or have not. They will include learning management, personnel management, resource management and evaluation.

The table for teachers in (Table IV) was also adopted for administrators. The advantage of this strategy is that the type of information sought, whether an administrator or teacher has demonstrated, has barely acquired or requires additional training to demonstrate a competency, or feels that a competency required is unnecessary considering societal gaps, will eliminate a great deal of redundancy that plagues curriculum planning today.

Eventually, it will be necessary to develop a more elaborate system through which vocational/special education competencies could be empirically verifiable. This method will require that simulation instruments be built to assess the effectiveness of those involved in the program.

TABLE IV

DESCREPANCY ANALYSIS OF TEACHERS

COMPETENCY	"A" DEMONSTRATED	"B" ACQUIRED BUT COULD BE BETTER DEMONSTRATED	"C" REQUIRES ADDITIONAL TRAINING	"D" NOT NECESSARY
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

METHODOLOGY

Having identified the status of vocational/special education in Florida it was necessary to adopt a strategy by which effective planning could be implemented.

An organizational elements model conceived in conjunction with a five-step problem solving model was used as the framework for identifying those competencies required for the successful performance of a cooperative preparation program for Industrial and Special Education personnel.

The Organizational Elements Model

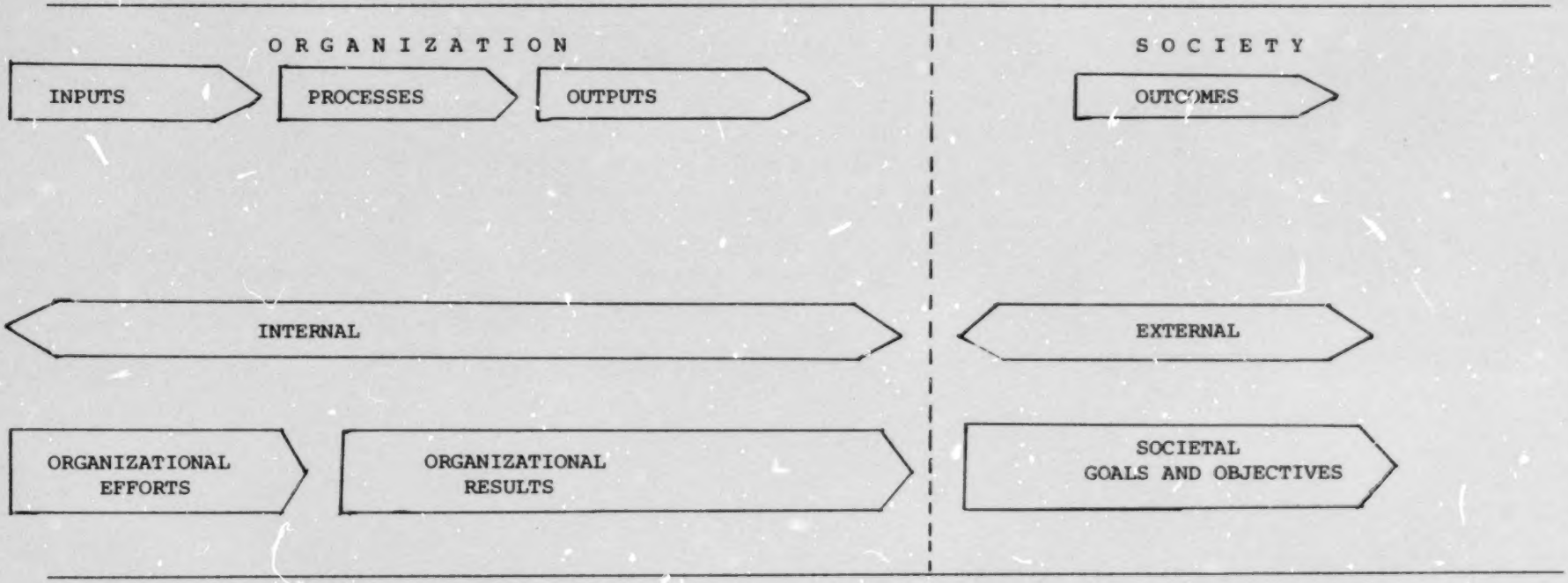
Kaufman (1979) developed the organizational elements model as a strategy for ensuring that program outcomes benefit society as a whole rather than simply those resource persons involved in the processes of implementing a project.

Thus in carrying out the tasks of curriculum development called for in vocational/special education the planning team emphasized the outcomes (what self-sufficient skills handicapped/disadvantaged students demonstrate in society) rather than those inputs or processes that may or may not be attractive.

A flow chart of the organizational elements model is shown in Table V. This table shows that Florida A&M University is the organization (including master's degree personnel) trained to bring about organizational results. The results only end at dotted line, but society gains nothing until handicapped and/or disadvantaged students are performing at a self-sufficient level in society.

TABLE V

ORGANIZATIONAL ELEMENTS MODEL



The Five-Step Problem Solving Model

Also introduced by Kaufman (1972) is a system approach which requires that (1) projects such as the present vocational/special education effort first identify problems in the instructional system.

These problems may be conceived as discrepancies which were earlier referred to in the status survey. (2) Solution requirements and solution alternatives are then derived from the discrepancies via expert knowledge from respective specialists in the planning team, (3) After the derivation of requirements for intervention, solution strategies are selected from alternatives. For example, suppose in the entire district of Leon County a handicapping characteristic is not frequent. Should a vocational/special educator be sent for retraining because he/she fails to demonstrate a skill that addresses that handicap? Or should the skill be ignored for now completely? Ignoring an implementation skill not demonstrated by a teacher lessens the ability of the handicapped student to acquire that skill which will be necessary for his/her own survival.

Thus it becomes imperative to consider all facets of an issue before zeroing in on any particular solution.

(4) The solution offered in itself a competency to be included in the vocational/special education curriculum which is everchanging. Thus the present-future lag requires that competencies for vocational/special educators be well spelled out--not too broadly and not too restrively either!

(5) The implementation stage required that modules, simulations, assessment techniques be utilized in seeing to it that students of the 3-course one year vocational/special education program at Florida A&M University are a success as reflected by the number of successfully performing mainstreamed students in society.

It is at this stage that the project was revised in a summative sense. It should be pointed out that the formative evaluation process of the project is an on-going effort and design the three courses to be utilized in the next phase of the project. These three courses are listed in appendix "A" of this report.

ACCOMPLISHMENT OF PROJECT OBJECTIVES

The Florida A&M University department of Industrial Education, College of Education, in cooperation with the Special Education/Vocational Education Departments of the Leon County School System worked together in this effort to develop a three course program to initiate the first level of an interdisciplinary Vocational/Special Education masters degree program. This one year effort was designed to plan and define the scope, content and sequence of the first level of training which included the following five tasks:

Task 1: Establishment of an eight member planning task force.

Task 2: Identification of existing resources that may be used in the planning effort. This includes correspondence with local districts, resource persons, Florida Department of Education and other institutions of higher education.

Task 3: Organization of management, such as assignment of tasks, responsibilities, time lines and lines of communication among the planning team.

Task 4: Review Broad goal statements for each priority area for content relevance, scope and sequence.

Task 5: Derive specific performance objectives from the broad goal statements for each of the three instructional systems - to make them appropriate to the policies facilities and capacities of the local districts.

In establishing the eight member planning task force, the availability and willingness of an individual to participate for the duration of the planning activity was a determining factor in the process.

The task force consisted of two professors from the industrial education department at Florida A&M, and one professor from the Special Education Area; three members from the local school district in the areas of vocational education and special education (either teachers or parents); and

two chairpersons--the county directors of special education and vocational education.

Task two was completed by visiting the National Center for Studies in Vocational Education at the Ohio State University; visiting several exemplory special and/or vocational education programs in the State of Florida; and one member of the staff attending a workshop/seminar, on the handicapped in Atlanta Georgia. These resource materials are listed on the reference listing at the end of this report.

Task three was completed by the project director by assigning certain tasks and responsibilities to various members of the planning team. The project time line was followed as listed in the original proposal. Communication among the planning team was very informal and very effective in keeping each member informed about each phase of the project.

Task four was completed by reviewing broad goal statements for each priority area for content, relevence, scope and sequence. These priority areas were identified by the planning team as: (1) Special methods of teaching the handicapped, (2) methods of teaching Vocational subjects; and (3) Vocational Guidance. The syllabi and/or outlines for these courses are shown in appendix A of this report.

Task five was completed by deriving specific performance objectives for each of the three courses. These objectives were designed to make them preculiar to the Leon County School District. With a minimum amount of planning and research, these same objectives may be rewritten to fit any school district around the country and many of the objectives are relevant for teaching the handicapped in any school district.

handicapped persons, parents of the handicapped, teachers and administrators. Additionally, the program was guided by a systematic process-product evaluation design.

APPENDICES

APPENDIX A

THREE COURSES DEVELOPED

1. Methods For Teaching Vocational Skills to the Handicapped.

2. Methods Of Teaching Vocational Subjects

3. Vocational Guidance

COURSE OUTLINE

FOR

SPECIAL METHODS FOR TEACHING VOCATIONAL SKILLS

TO THE HANDICAPPED

DEPARTMENT OF INDUSTRIAL EDUCATION

FLORIDA A AND M UNIVERSITY

TALLAHASSEE, FLORIDA

I. Course Organization

The contents of the course is organized into twelve major topics or divisions which are combined in this syllabus. Each topic includes a specific assignment, a list of references, and a group of guide questions. The assignments will specify precisely what is expected of the student with regards to the readings, written reports, demonstrations, and proparations for tests. The guide questions are intended to give directions to your readings. They are to be answered during your study time and are not to be turned in for evaluation. Classroom discussion has been incorporated as an essential teaching tool for the course.

II. Written Assignments

Papers and other written reports required for the course should be prepared in a careful and scholarly manner. The maximum length of each paper is to be specified in terms of double-spaced typed material.

Each report should have a title page which provides the following information:

YOUR NAME
COURSE NUMBER AND TITLE
TITLE OF YOUR PAPER
DATE

The papers are to be stapled in the upper left-hand corner and <u>are not to be folded</u>. Written reports (Modules) are due during the first class session immediately following the completion of the topic in which the assignment was made.

III. Student Evaluation

The final grade for each student will be determined by his:

1. Performance on all tests and examinations
2. Written reports evaluated by the instructor
3. Class participation
4. Teaching - Lesson presentation evaluated by the instructor

Examination Schedules and Amount

1. There will be two major examinations, mid-term and final.
2. There will be four test (quizzes). They have been announced in the appropriate assignments.

3. There will be eleven (11) written assignments, each is weighted six (6) points.
4. There will be one teaching presentation required of each student. This is weighted thirty-four (34) points.

(Maximum total combined for # 3 and 4 = 100 points).

SCHEDULE OF EVALUATIONS

Topic	# of Graded Assignments	Test #
I	0	0
II-IV	1	1
V-VIII	3	2
IX-XI	3	3
XII	4	4

IV. Course Objectives

The topic of mainstreaming handicapped individuals into "regular" education programs is extremely popular and of major concern. Equally important, is the concern of how to teach handicapped individuals who are mainstreamed into Vocational Education programs.

It is the intent of the course to inform its participants of methods of teaching vocational skills to the handicapped and to serve as a guide for setting up a personalized course of study in Vocational Education.

Through participation and upon completion of the course, the student will:

1. Identify handicapped individuals by characterisitic(s) described by the textbook and the instructor with 90% accuracy.
2. Demonstrate effective teaching strategies of the handicapped in a hypothetical vocational setting (within the classroom) with 80% accuracy.
3. Construct lesson plans for the handicapped in a vocational education program after being given instructions on preparing individualized plans. This objective is to be completed with the proficiency specified by the instructor.
4. Submit written assignments pertaining to vocational education, with the proficiency specified by the instructor.
5. Write program goals and objectives after being given practice and information on writing goals and objectives with the proficiency specified by the instructor.

6. Write ten (10) performance objectives, utilizing the three domains discussed in Bloom's Taxonomy of Behavioral Objectives with 90% accuracy.

7. Identify five (5) agencies or centers related to serving special vocational needs program with 95% accuracy.

8. Write two (2) hypothetical Individualized Educational Plans (IEP) with the proficiency specified by the instructor.

9. Assist administrators, vocational and non-vocational educators in adapting existing Vocational programs to facilitate and accomodate (where possible) the handicapped, with the proficiency specified by the instructor.

10. Develop a vocational education course of study designed to teach vocational skills to the handicapped. This objective is to be completed with the proficiency specified by the instructor.

COURSE OUTLINE

I. Introduction

II. Identification and Characteristics of Disadvantaged Students

III. Identification and Characteristics of the Handicapped

IV. Comparison/Similarities of the Disadvantaged and Handicapped Individuals

V. Federal and State Legislations Relative to Special Vocational Needs

VI. Program Development for Special Vocational Needs

VII. Writing Programs Goal and Objectives

VIII. Writing Performance Objectives

IX. Curriculum Modification

X. Organizing and Planning Skills

XI. Parents and Administrative Function in Special Vocational Needs Program

XII. Assessment Techniques

SPECIAL METHODS FOR TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

TOPIC I - Introduction

Assignment:

1. Read the references listed below.
2. Be prepared to discuss the guide questions and phrases and any others pertaining to the topic of the course.

References:

1. Tindall, Lloyd et.al.; Puzzled About Educating Special Needs Students.
2. Meers, Gary D. et.al.; Handbook of Special Vocational Needs Education, pp. 2-22.
3. Dahl, Peter R. et.al.; Mainstreaming Guidebook for Vocational Educators, pp. 9-11, 17-58.
4. Weisgber, Robert A. Training the Handicapped for Productive Employment, pp. 3-21.

Guide Questions:

1. Define "special education." (Ref. #2, pp. 18-19)
2. Define "Vocational Education" (Ref. #2, pp. 20-21)
3. Define "special vocational needs" (Ref. #2, pp. 356-357)
4. Define "mainstreaming" (Ref. #3, pp. 7-8)
5. What does mainstreaming mean for vocational staff? (Ref. #3 pp. 9-11)
6. What are some of the attitudes displayed by the following towards the handicapped: (Ref. #3, pp. 17-58)
   a. Vocational/regular teachers, b. school administrators/other staff, c. parents attitudes.

TOPIC II & III - Identification and Characteristics of the Disadvantaged and the Handicapped

Assignment:

1. Read references below.
2. Be prepared to discuss guide questions.

Assignment continued:

3. Be prepared for a test covering topics I-V, during the next class session.

References:

1. Tindall, Lloyd et.al., Puzzled About Educating Special Needs Students
2. Dahl, Peter et.al., Mainstreaming Guidebook for Vocational Educators
3. Meers, Gary D., Handbook of Special Vocational Needs Education
4. Weisgerber, Robert A. et.al., Training the Handicapped for Productive Employment

GUIDE QUESTIONS:

1. How is academically disadvantaged defined according to Meers? (Ref. #3)
2. How is handicapped defined according to Meers? (Ref. #3)
3. What are the categories of handicapped? (Ref. #1 & 3)
4. Briefly define the categories as explained by Tindall (Ref. #1)
5. According to Weisgerber, approximately how many school age handicapped children are being served? (Ref. #4)
6. What does vocational education have to offer them? (Ref. #2, pp. 6-7).

TOPIC IV - Similarities/Differences of the Disadvantaged and Handicapped Individuals

Assignments:

1. Read the references listed below.
2. In a paper not exceeding three pages, explain the similarities and the differences that exist among the handicapped and the disadvantaged individual (To be turned in at the beginning of next class session).
3. Be prepared to discuss the guide questions and the paper submitted in assignment #2.

References:

1. Meers, Gary D., Handbook of Special Vocational Needs Education, Chapters 1 & 3.

2. Buie, Mary S. Teaching Academically Disadvantaged Students in Vocational Education Courses, pp. 3-13.

GUIDE QUESTIONS:

1. What are some of the demographic characteristics of academically disadvantaged students? (Ref. #2, pp. 7-8).

2. What are some of the personal characteristics of academically disadvantaged students? (Ref. #2, pp. 7-8)

3. Define economically disadvantaged according to Meers. (Ref. #1, pp. 2-3)

4. Explain the relevancy of the apprenticeship system of the early settlers, to the handicapped/disadvantaged students. (Ref. #1, pp. 6-13)

TOPIC V - Federal and State Legislation Relative to Special Vocational Needs

Assignments:

1. Read the references listed below.

2. Be prepared to discuss the guide questions and any other questions and any other questions pertaining to the topic that might be asked in class.

References:

1. Meers, Gary D., Handbook of Special Vocational Needs Education, Chapter 2.

GUIDE QUESTIONS:

1. What was the Smith-Hughes Act of 1917-18?
2. How was this Act (Smith-Hughes) relevent to vocational education?
3. What was another name for the Vocational Rehabilitation Act of 1920? What were the primary purposes of this ACT?

GUIDE QUESTIONS - continued:

4. What was the Bardeon-LaFollette Act of 1943 (PL113) and why was this Act important to the disabled?

5. What was the Vocational Rehabilitation Amendments?

6. Who was responsible for signing it into legislation and when was it officially adopted?

7. What was so significant about the adoption of the Vocational Education Act of 1963 (PL 88-210) in regards to the disadvantaged and the handicapped individuals?

8. What was the purpose of the Vocational Education Amendment of 1968?

9. What was the purpose of the Rehabilitation Act of 1973 (PL93-112) and why is (why isn't) it so important to the handicapped?

10. What was the purpose of the Education for ALL Handicapped Childred Act of 1975 (PL94-142)?

11. What was the purpose of Vocational Education Amendments of 1976 (PL 94-482)? Who was responsible for signing it into legislation?

TOPIC VI - Program Development for Special Vocational Needs Education

Assignments:

1. Read the references below.

2. Be prepared to discuss the guide questions and any other information pertaining to the topic.

References:

1. Meers, Gary D., Handbook of Special Vocational Needs Education.

2. Wehman, Paul et.al., Vocational Curriculum for Developmentally Disabled Persons.

GUIDE QUESTIONS:

1. According to Meers, what is program development?

2. Who is involved in program development?

3. What is the process of curriculum development?

GUIDE QUESTIONS - continued:

4. What is the appropriate content for program development?

5. How can effective competencies be included in program development?

6. Explain how teaching-learning activities should be planned?

7. How is evaluation used in program development?

TOPIC VII - Writing Program Goals and Objectives

Assignment:

1. Read the references below.

2. Be prepared to discuss guide questions and other information pertaining to the topic.

3. Read, complete and be prepared to turn in Module A-6, Develop Program Goals and Objectives, printed by the Center for Vocational Education, the Ohio State University, Columbus. (To be turned in at the beginning of the next class session).

Reference:

1. Hamilton, James B et.a., Module A-6 Develop Program Goals and Objectives.

2. Mager, R.F., Preparing Instructional Objectives

3. Meers, Gary D., Handbook of Special Vocational Needs Education, pp. 121-123.

GUIDE QUESTIONS:

1. What are program goals?

2. What are program Objectives?

3. Why is it important to set up program goals and objectives prior to developing a curriculum of studies?

4. Why is it particulary important to set program goals and objectives when developing a vocational curriculum for the handicapped/disadvantaged individuals?

5. Explain the three types of program goals and objectives described in Module A-6 (Ref. #1).

GUIDE QUESTIONS: (Continued)

6. Choose (select) a course of study in vocational education that you would like to teach (example: industrial arts, auto mechanics, home economics, drafting, etc.); write five (5) program goals and five (5) program objectives for the course, (Ref. #3, pp. 122-123, to be turned in at the next class session).

TOPIC VIII - Writing Performance Objectives

Assignment:

1. Read references listed below.
2. Be prepared to discuss guide questions and any other information pertaining to the topic.
3. Read, complete and be prepared to turn in Module B-2: Develop Student Performance Objectives, printed by The Center for Vocational Education (To be turned in next class session).
4. Be prepared to take a test covering topics VI-VIII during the next class session.

References:

1. Hamilton, James B. Module B-2, Develop Student Performance Objectives.
2. Bloom, Benjamin S., et.al., Taxonomy of Educational Objectives, Handbooks I & II.
3. Mager, R.F., Preparing Instructional Objectives.

GUIDE QUESTIONS:

1. What are performance objectives?
2. Why are performance objectives important to vocational teachers?
3. Why are performance objectives important for the vocational/handicapped program?
4. Explain the components of the performance objectives.

GUIDE QUESTIONS: (continued)

5. Explain the three domains of the performance objectives. Give two examples of each.

6. Write ten performance objectives. Bring them to class for discussion.

TOPIC IX - Curriculum Modification

Assignment:

1. Read References listed below.

2. Be prepared to discuss guide questions and any other information pertaining to the topic.

3. Be prepared to evaluate some instructional materials submitted by the instructor, using a checklist also provided by the instructor.

References:

1. Meers, Gary D., Handbook of Special Vocational Needs Education, pp. 139-159.

2. Dahl, Peter, Mainstreaming Guidebook for Vocational Educators, pp. 139-157.

3. Haring, N., et.al., Teaching Special Children, pp. 90-100.

4. Buie, Mary S., et.al., Teaching Academically Disadvantaged Students in Vocational Education Courses, pp. 23-25.

GUIDE QUESTIONS:

1. How is curriculum defined according to Meers, (Ref. #1)?

2. Briefly explain the criteria for curriculum modification. (Ref. #2, pp. 139-140).

3. When does curriculum modification takes place in a program of study? (Ref. #1, pp. 141-142).

4. What are some of the components of a modified curriculum? (Ref. #2, pp. 139).

GUIDE QUESTIONS: (continued)

5. List and briefly explain the criteria for selecting instruction materials for the disadvantaged that could apply to the handicapped. (Ref. #2 pp. 24-25).

6. What are some of the things that are necessary for the instructor to know before setting up a vocational/handicapped curriculum. Briefly explain.

7. Read complete and be prepared to turn in Module B-5 Select Student Instructional Materials, printed by the Center for Vocational Education (To be turned in next class session).

TOPIC X - Organizing and Planning Skills

Assignments:

1. Read the references listed below.

2. Be prepared to discuss the guide questions and other information pertaining to the topic.

3. Read, complete and be prepared to turn in Module B-4 Develop a Lesson Plan. (To be turned in next class session).

4. Be prepared to demonstrate in class, the lesson plan selected and prepared.

References:

1. Meers, Gary D., Handbook of Special Vocational Needs Education.

2. Buie, Mary S., Teaching Academically Disadvantaged Students in Vocational Education Courses, pp. 23-107

3. Wehman, Paul, et.al., Vocational Curriculum for Developmentally Disabled Persons, pp. 3-4.

4. Haring, N., et.al., Teaching Special Children, pp. 11-12.

GUIDE QUESTIONS:

1. Briefly explain some of the general ways for helping students become more organized. (Ref. #1, p. 153).

2. List the ways an instructor can most effectively organize a course (Ref. #1, p. 157).

3. Briefly explain the factors involved in acquiring generalized work skills (Ref. #3, pp. 3-4).

4. From the course previously selected, (Topic VII - Writing Program Goals and Objectives), write a one week lesson plan according to the directions from Module B-4. (To be turned in next class session)

5. What is "individualized instruction?" (Ref. #2, p. 69)

6. What are the laws of success when teaching the academically disadvantaged students that could be applied to successful teaching of the handicapped? (Ref. #2, pp. 33-35)

7. What are some of the things to consider when preparing individualized instruction? (Ref. #4, p. 132)

8. What is an IEP? (Ref. #1, p. 351)

9. What are the components of the IEP? (Ref. #1, pp. 132)

10. What are the three important factors to be considered when planning for teaching-learning activities (Ref. #1, p. 133)

11. Briefly explain the three teaching techniques identified by Haring (Ref. #4, pp. 7-8)

12. Briefly compare/contrast management verus operation approaches to administering individualized instruction. (Ref. #4, p. 74)

13. What is Systematic Planning? (Ref. #4, pp. 94-95)

14. What is included in a Systematic Plan? (Ref. #4, p. 95)

15. According to Haring, what are the steps in setting up an effective Teacher-Training program? (Ref. #4, pp. 380-382)

16. What is behavior modification? (Ref. #1, p. 344)

17. When is behavior modification most frequently used? (Ref. #1, pp. 130-131)

TOPIC XI - Parents and Administrative Function in Special Vocational Needs Programs

Assignments:

1. Read the references listed below.
2. Be prepared to discuss the guide questions and other information pertaining to the topic.
3. Read, complete and be prepared to turn in Module C-18: "Individualize Instruction."
4. Be prepared to take a test covering topics IX - XI.
5. Write long and short term goals for a lesson on an IEP form submitted by the instructor (to be turned in next class session).
6. Lesson demonstrations continued.

References:

1. Meers, Gary D. Handbook of Special Vocational Needs Education, pp. 269-304.

GUIDE QUESTIONS:

1. Explain the role of the parents in vocational education, pp. 270-271.
2. According to Meers, why are parent educational programs necessary? (pp. 271-272)
3. Why are parent-teacher conferences important? (p. 273)
4. Briefly explain why home visitations are important (p. 277)
5. What are some of the responsibilities of the Local Educational Agency in reference to the handicapped student in the vocational setting? (p. 284)
6. Briefly explain the responsibilities of the Special Needs Program Coordinators. (p. 284)
7. Briefly explain the responsibilities of the administrator of special needs programs. (p. 285)
8. Identify and briefly explain the functions of five (5) agencies at the state or local level directly responsible for the implementation of vocational programs for the handicapped.

TOPIC XII - Assessment Techniques

Assignments:

1. Read the references listed below.
2. Be prepared to discuss the guide questions and other information pertaining to the topic.
3. Read, complete and be prepared to turn in Module A-11: "Evaluate Your Vocational Program" and Module A-2: "Develop a Course of Study."
4. Be prepared to take a test covering topics XI-XII at the end of this class session.

References:

1. Tindall, Lloyd et.al., Puzzled About Educating Special Needs Students? (pp. 383-441)
2. Meers, Gary D., Handbook of Special Vocational Needs Education. (pp. 307-322)
3. Hamilton, James B. et.al., Modules A-2: Develop a Course of Study and Module A-11: Evaluate Your Vocational Program.

GUIDE QUESTIONS:

1. Define "evaluation." (Ref. #2, pp. 307)
2. How does Tindall define an informal assessment?
3. What are the two main approaches of an informal assessment? (Ref. #1, pp. 383-384)
4. Explain the general guidelines that a teacher should follow when using either of the two approaches of the informal assessment. (Ref. #1, pp. 384)
5. Explain the importance of the informal assessment and behavior observations. (Ref. #1, pp. 385-386)
6. Briefly explain the advantages and disadvantages of teacher-made test. (Ref. #1, pp. 393-394)
7. How does Tindall define the formal vocational assessment? (p. 417)
8. What is the purpose of a formal vocational assessment? (Ref. #1, pp. 417-418)

GUIDE QUESTIONS: (Continued)

9. Who conducts a formal vocational assessment? (Ref. #1, p. 418)

10. Explain the "Flow Chart of Assessment Process" developed by Tindall (p. 423) in laymen's terms.

11. What are the "six serving men" that Kipling makes reference to as the procedure for evaluating special vocational needs program? (Ref. #2, pp. 307-308)

12. Briefly explain how various authors defines each "serving men." (Ref. #2, pp. 310-311)

13. Explain the procedures of conducting a program evaluation. (Ref. #2, pp. 310-311)

14. Define and explain the purpose for each of the procedural elements discussed in question #12. (Ref. #2, pp. 310-321)

15. Explain the importance of:

    a. program evaluation
    b. student evaluation

METHODS OF TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

NAME:_____ DATE:_____

FINAL EVALUATION

1. Define "special education."

2. Define "vocational education."

3. Define "special vocational needs."

4. What is "Mainstreaming?"

5. Compare and contrast the academically disadvantaged to the handicapped individual.

6. List the categories and explain the characteristics of the handicapped.

7. Define the following:

   a. Smith-Hughes Act of 1917-18
   b. Barden-LaFollette Act of 1943
   c. Vocational Rehabilitation Amendments
   d. Vocational Education Act 1963
   e. Education for All Handicapped Children Act
   f. Vocational Education Amendments 1976

8. What is program development?

9. What is curriculum development?

10. What are program goals?

11. What are program objectives?

12. What are performance objectives?

13. What is curriculum modification?

14. What are the criteria for curriculum modification?

15. List and explain the criteria for selecting instructional materials for the handicapped/disadvantaged.

16. List some of the important factors that an instructor should know before setting up a Vocational/Handicapped Curriculum?

17. What is "individualized instruction?"

18. What is an "IEP" and what are its components?

19. List three important factors to be considered when planning for teaching learning objectives.

20. What is "systematic planning" and what is included in a "systematic plan?"

21. What is behavior modification and when is it most frequently used?

22. What are the responsibilities of the Local Education Agency in regards to the handicapped student in the vocational setting?

23. Explain the role of the parent in vocational/handicapped education.

24. What are some of the responsibilities of the administrator in the special vocational education program?

METHODS OF TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

PRE-POST EVALUATION

NAME_____ COURSE #_____ DATE_____

MULTIPLE CHOICE:

1. "Special Education" is
   a. regular education offered in the public schools.
   b. education that is offered in government centers only.
   c. a specially designed instruction, at no cost to the parent, to meet the unique needs of a handicapped child.

2. "Vocational Education" is
   a. technical training that is given in schools or classes (including field or laboratory work and remedial or related academic and technical instruction) under public supervision and control or under contract with a state board or local education agency.
   b. an educational program designed to provide part-time employment for adults who need the earnings.
   c. education designed to teach student who have a serious handicap or are multihandicapped.

3. "Special Vocational Needs Programs" are:
   a. programs designed to work along with Vocational education programs in federally funded centers.
   b. programs designed to help with the overcrowded conditions in public schools.
   c. programs designed to provide the necessary instruction or support service to enable a specials needs student to succeed in a vocational or pre-vocational program.

4. Mainstreaming is the process of:
   a. placing non-handicapped children in a restrictive setting in order that they may learn how to cope with handicapping conditions.
   b. making vocational education administrators aware of current issues and trends in vocational education.
   c. placing handicapped children into the least restrictive educational setting which is appropriate to their needs.

5. In Florida, academically disadvantaged students are defined as those:
   a. who lack reading and writing skills, lack mathematical skills, and perform below grade level.
   b. who do not attend school regularly.
   c. who tend to take life easily, neglecting all responsibilities.

6. The Handicapped is defined as:

   a. individuals having a physical or mental impairment which substantially limits one or more major life activities, and because of those impairments need special education and related services.
   b. individuals confined to a wheelchair, who have mental impairments.
   c. individuals who are blind and cannot hear.

7. In special education, the symbols "LD" refers to:
   a. Lower Development
   b. Learning Disable
   c. Legally Disadvantaged

8. Students labled "emotionally disturbed" are student who has
   a. displayed bizarre or socially unacceptable behaviors similar to the behaviors exhibited by persons classified as emotionally disturbed.
   b. displayed gentle, passive behaviors.
   c. displayed disruptive classroom behaviors.

9. Mental Retardation is:
   a. significantly subaverage general intelligence functioning along with deficits in adaptive behavior and manifested during the developmental period.
   b. significantly above average intelligence functioning along with deficits in adaptive behavior and manifested during the developmental period.
   c. a disorder of the brain caused by the lack of proper pre-natal care.

10. Persons said to be visually impaired are:
   a. functionally blind or partially sighted
   b. totally blind
   c. legally blind

11. A functionally blind person:
   a. is a person whose vision in the better eye, even with aid of corrective lenses, is either absent or consists only of light perception.
   b. is a person whose vision does not function properly.
   c. is a person whose vision functions only when there is light (eg. daylight, lamp etc.)

12. A Legally blind person:
   a. is a person whose vision in the better eye, even with the help of corrective lenses, is no better than 20/200 or if their maximum visual field is less than 20 degrees.
   b. is a person whose vision in both eyes, with the aid of corrective lenses, is no better than 20/200.
   c. is a person whose vision in the better eye with the aid of corrective lenses, is better than 20/200.

13. Hearing Impairment is used to describe

    a. degrees of hearing loses that individual experiences.
    b. people that are deaf
    c. people that hear sounds but ignore them

14. The Smith-Hughes Act of 1917
    a. the first act providing aid to the handicapped
    b. was the first act to give direct funds to education for training and upgrading of students in agriculture, home economics, trades and industries.
    c. the first act to provide services to public schools.

15. The Vocational Rehabilitation Act of 1920 is also known as
    a. the Sam-Flood Act
    b. the Smith-Fess Act
    c. the Simeon-Adler Act

16. The major purpose of the Rehabilitation Act of 1973 was
    a. to provide services to veterans of foreign wars.
    b. to provide services to disabled men unfit to serve in the armed forces.
    c. to provide services to individuals with severe handicapping disabilities.

17. PL94-142 is another name for
    a. Legal Education Act
    b. The Education for All Handicapped Children Act of 1975
    c. The Vocational Education Act of 1963

18. PL94-482 is another name for
    a. the Vocational Education Amendments of 1976
    b. the Educational Amendments of 1972
    c. the Bardon-LaFollette Act

19. Program goals are
    a. Statements describing the means by which something is to be accomplished.
    b. statements of intent describing what is to be achieved in a program.
    c. statements describing the potential of a total program.

20. Program objectives are
    a. statements describing the means by which something is to be accomplished.
    b. statements describing the potential of a total program.
    c. statements of intent describing what is to be achieved in a program.

21. Individualize Instruction is the process of:
    a. teaching a subject one to one, or in isolation.
    b. teaching self directed instructions, with the student being responsible for his own instructions and evaluations.
    c. teaching a lesson to a group of people.

22. The symbols "IEP" stands for
    a. Independent Educational Personnel
    b. Individual Education Personnel
    c. Individualized Educational Program

23. The LEA refers to:
    a. The Legal Education Association
    b. The Local Environmental Agency
    c. The Local Education Agency

24. An informal assessment is primarily conducted to:
    a. identify students with learning problems, diagnose students academic strengths, and needs.
    b. identify students with learning problems, diagnose student's social environment, and academic strengths.
    c. identify students who are potential Dean's List candidates and are about to graduate.

25. A formal assessment is primarily conducted to:
    a. help determine students assets and skill deficits.
    b. help determine student's social adaptation.
    c. help determine student's academic standings and abilities.

TEST #1
CHAPTERS I-V

NAME_____

DATE_____

SPECIAL METHODS FOR TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

I. DIRECTIONS: (30 pts.)
Write a short essay to define the following word (use the paper provided)

a. special education
b. vocational education
c. special vocational needs
d. mainstreaming
e. handicapped
f. disadvantaged

II. Identify five (5) categories of the handicapped and list their characteristics. (20 pts.)

III. Multiple Choice (40 pts.)

1. The Smith-Hughes Act of 1917-18
   a. provided assistance to special programs
   b. provided a fair share of funds for existing programs.
   c. provided the basis for the vocational education movement.

2. Another name for the Vocational Rehabilitation Act of 1920 is:
   a. Sam-Faith Act (PL236)
   b. Smith-Fess Act (PL236)
   c. Smith-Sears Act (PL236)

3. _____was responsible for signing the Vocational Rehabilitation Amendment (PL90-99) into legislation.
   a. President John F. Kennedy
   b. President Richard M. Nixon
   c. President Lyndon B. Johnson

4. PL88-210 is another name for:
   a. Special Education Act of 1963
   b. Vocational Education Act of 1963
   c. Special Vocational Needs Act of 1963

5. The primary purpose of the Rehabilitation Act of 1973 was:
   a. To provide services to individuals with severe handicapping disabilities.
   b. To provide services to vocational educational administrators.
   c. To provide rehabilitation services to disabled veterans.

6. PL113 is another name for:
   a. Barnett-Foley Act of 1943
   b. Baron-Freeman Act of 1943
   c. Barden-LaFollette Act of 1943

7. The Education for All Handicapped Children Act of 1975 is another name for:
   a. PL94-142
   b. PL96-132
   c. PL94-124

8. The primary purpose of the Vocational Education Amendments of 1976 was:
   a. To provide additional funds for existing programs
   b. To provide additional funds for vocational schools
   c. To provide funds for special needs programs and services

IV. COMPLETION (10 pts.)

1. Program development is

2. Teaching-Learning activities should be planned

TEST #3
CHAPTERS IX - X

NAME_____

DATE_____

SPECIAL METHODS FOR TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

I. ESSAY (10 pts.)
Write a brief essay, describing how Meers define the following:

a. curriculum
b. curriculum modification
c. individualized instruction
d. IEP
e. behavior modification

II. List and briefly explain the criteria for selecting instructional materials for the handicapped. (10 pts.)

III. COMPLETION (10 pts.)

Complete the statement below by placing the correct word(s) in the blanks.

1. Teaching-learning activities must be _____with the state objectives.

2. Teaching-learning activities must be developed for the _____skills and _____that the _____possess.

3. The _____is legally required for all special education students.

4. _____is a continuous and integral part of the program and curriculum planning process.

TEST #2 NAME_____

CHAPTERS VI-VIII DATE_____

SPECIAL METHODS FOR TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

I. ESSAY (10 pts.)

Write a brief essay describing how Meers define the following:

a. program development
b. curriculum development
c. content for program development

II. TRUE - FALSE (10 pts.)

Write "T" for the statements that are true and "O" for the statements that are false.

1. _____Program goals are statements describing "where you want to go."

2. _____Program objectives are statements describing "how you are going to get there."

3. _____It is important not to set program goals for a vocational program.

4. _____Performance objectives provide a basis for the evaluation of a student, the lesson and the vocational program.

5. _____Given a list of performance statements, you will check those that are action-oriented. Is this a complete performance objective?

6. _____Upon completion of this course you will be aware of the reasons for having clean copy in offset master production. Is this a performance objective?

MULTIPLE CHOICE (10 pts.)

Put a check by the complete performance objective from the three objectives listed below.

_____The student will learn the major parts of the internal conbustion engine.

_____Without aid of references, you will define all terms found in the four automobile manufactures' guides.

_____You will be given a list of terms and you will know all terms listed.

TEST IV NAME_____

CHAPTERS XI - XII DATE_____

SPECIAL METHODS FOR TEACHING VOCATIONAL SKILLS TO THE HANDICAPPED

I. ESSAY (10 pts)

Briefly explain the roles and responsibilities of the following regarding special needs programs:

a. parent's

b. administrator's

c. Local Educational Agency

II. Define the following terms: (10 pts. each)

a. evaluation

b. informal assessment

c. formal assessment

III. Explain Meers procedures for conducting a program evaluation. (40 pts.)

MATERIALS LIST

AUDIO/LITERATURE

Whatever It Takes (film strip series/special vocational needs)	110.00 complete set
Better Than I Thought (filmstrip)	200.00
Tools, Equipment & Machinery Catalog	33.00

The above materials maybe ordered by writing:

The Vocational Studies Center
University of Wisconsin - Madison
Publication Unit
265 Educational Sciences Building
1025 N. Johnson Street
Madison, WI 53706
Ph. # - (608) 263-4357

Cipher In The Snow (filmstrip)

Evaluation form for Reviewing Instructional Materials for Academically Disadvantaged Students. VIMAS, Tallahassee, Florida: Vocational Instructional Materials Acquisition System, Center for Studies in Vocational Education, Florida State University, 1981. (filmstrip)

The How and Why of CBI (Competency-Based Instruction) (filmstrip)

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Sheppard, Alan N. and Vaughn, D.L. Guidelines for Methods and Techniques of Teaching Disadvantaged Students. Virginia Polytechnic Institute and State University, 1977.

Resurge '79: Manual for Identifying, Classifying and Serving the Disadvantaged under the Vocational Education Amendments of 1976 (PL94-482). Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1980.

Tindall, Lloyd, et.al., Puzzled About Educating Special Needs Student? A Handbook on Modifying Vocational Curricula for Handicapped Students. Madison, Wisc.: Wisconsin Vocational Studies Center, University of Wisconsin, 1980.

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Haring, N. et.al., Teaching Special Children, McGraw-Hill Book Company: New York, 1976.

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Mager, R.F., Preparing Instructional Objectives, Palo Alto, California: Fearon Publishers, 1965.

Bloom, Benjamin S. et.al., Taxonomy of Educational Objectives, Handbooks I & II, New York: David McKay Company, Inc. 1956.

SYLLABUS

FOR

METHODS OF TEACHING VOCATIONAL SUBJECTS

DEPARTMENT OF INDUSTRIAL EDUCATION
FLORIDA A AND M UNIVERSITY
TALLAHASSEE, FLORIDA

GENERAL COURSE REQUIREMENTS
FOR
EVT 4380 METHODS OF TEACHING VOCATIONAL SUBJECTS

Requirements for Students

1. Regular class attendance and participation.

2. Physical possession of the text

3. Satisfactory completion of all assigned reading, papers, and reports. Turn them in on time.

4. Satisfactory presentation of a lesson demonstration.

5. Satisfactory completion of all tests and examinations.

I. Course Organization

The contents of the course is organized into twelve major topics or divisions which are combined in this syllabus. Each topic includes a specific assignment, a list of references, and a group of guide question. The assignments will specify definitely what you are expected to do with regards to the readings, written reports, teaching presentations, and preparations for tests. The guide questions are intended to give directions to your readings. These are not to be handed in for evaluation. Classroom discussion has been incorporated as the major teaching vehicle for the course.

II. Written Reports

The papers and other written reports required in the course should be prepared in a careful and scholarly manner. The maximum length of each paper will be specified in terms of double-spaced typed material. Unless you handwriting is perfectly legible, all of your written work should be typed!

Each report should have a title page which provides the following information:

YOUR NAME
COURSE NUMBER AND TITLE
TITLE OF YOUR PAPER
DATE

Staple the papers in the upper left-hand corner and do not fold. Written reports are due during the first class session immediately following the completion of the topic in which the assignment was made.

III. Student Evaluation

The first grade for each student will be determined by his:

1. Performance on all tests and examinations
2. Written reports evaluated by the instructor
3. Teaching presentation evaluated by the instructor

NOTES:

1. There will be two examinations, mid-term and final.
2. There will be six test. These are announced in the appropriate assignments.
3. There will be twenty-one (21) written reports or papers, each is weighted four (4) points.
4. There will be one teaching presentation required of each student. This is weighted sixteen (16) points.

(Maximum total combined for #3 and #4 = 100 points)

SCHEDULE OF EVALUATIONS

Each student will be evaluated over the contents of every topic. The kinds of evaluation and the place where they are announced are listed below:

TOPIC	NUMBER OF GRADED ASSIGNMENTS	TEST NUMBER
I	1	1
II	2	2
III	1	
IV	1	
V	5	
VI	2	3
VII	1	
VIII	2	4
IX	1	
X	3	
XI	1	
XII	1	6

IV. Course Objectives

Through participation in this course, it is expected that certain behavioral changes in the students will result. It is desired that:

1. They will read, interpret, and discuss the fundamental principles of teaching and learning and thus, acquire a better understanding of how learning takes place.

2. They will seek information about and contribute to class discussions relating to educational objectives and thereby gain a greater understanding of their purposes and, in addition, develop some skill writing them.

3. They will seek to become familiar with the common and innovative teaching methods that are in use in school shops, and gain a greater knowledge of their appropriate application.

4. They will carefully examine the commonly used teaching steps and acquire a better understanding of techniques for organizing lessons for teaching.

5. They will become familiar with the methods and techniques used to teach shop skills and information and develop the skills to select and apply the appropriate or suitable ones in the school shop.

6. They will seek to become familiar with the various methods that are used for testing manipulative skills and informational knowledge and, in addition, gain a greater knowledge of both the functions served by tests and the characteristics of good tests.

7. They will read and discuss information pertaining to shop discipline and acquire a better understanding of the conditions necessary for successful self-discipline.

8. They will become thoroughly familiar with the problems of shop safety to the extent that they will seek to take all the necessary precautions to prevent injury either to themselves or their future students or damage to the shop tools and equipment.

9. They will recognize the necessity for good housekeeping and management and will attempt to institute the same in the school shop.

10. They will familiarize themselves with some of the common responsibilities that new teachers may expect to have, and they will make the acquaintance of and from friendships with other members of the school faculty and staff.

V. Texts and References

Texts:

1. Leighbody, Gerald B. and Donald M. Kidd, Methods of Teaching Shop and Technical Subjects, Delmar Publishers, Inc., 1966

2. Silvius, G. Harold and Estell H. Curry, Teaching Successfully in Industrial Education, Bloomington: McKnight and McKnight Publishing Company, 1967.

References:

1. Ericson, Emanuel E. and Kermit Seefeld, Teaching the Industrial Arts, Peoria: Charles A. Bennett Co., Inc., 1960

2. Educational Testing Services, Making the Classroom Test: A Guide for Teachers. Princeton: ETS, 1959

3. Frylund, Verne C. Analysis Technique for Instructors, Milwaukee: The Bruce Publishing Co., 1956

4. Giachine, J.W. and Ralph O. Gallington, Course Construction in Industrial Arts and Vocational Education. Chicago: American Technical Society, 1957

5. Gordon, Wilber O. Industrial Arts in General Education. Scranton: International Book Co., 1962

6. Littrell, Joseph J. Guide To Industrial Arts Teaching. Peoria: Charles A. Bennett Co., Inc., 1966

7. Selvidge, R.W. and Vernce C. Frylund, Principles of Trade and Industrial Teaching. Peoria; Charles A. Bennett Co., Inc. 1946.

8. Silvius, G. Harold and Estell H. Curry, Teaching Successfully the Industrial Arts and Vocational Subjects. Bloomington: McKnight and McKnight Publishing Co., 1953.

9. Weaver, Gilber G. and Louis Cenci, Applied Teaching Techniques. New York: Pitman Publishing Corp., 1960

10. University of Missouri, Abstracts of Dissertations in Education Columbia: University of Missouri, 1959.

CONTENTS OF COURSE

TOPIC I	PRINCIPLES OF TEACHING AND LEARNING
TOPIC II	DECIDING WHAT TO TEACH
TOPIC III	COMMON AND INNOVATIVE TEACHING METHODS
TOPIC IV	ORGANIZING THE LESSON FOR TEACHING
TOPIC V	METHODS OF PRESENTING SKILLS
TOPIC VI	METHODS OF PRESENTING INFORMATION
TOPIC VII	METHODS FOR TESTING MANIPULATIVE SKILLS
TOPIC VIII	METHODS FOR TESTING INFORMATIONAL KNOWLEDGE
TOPIC IX	SCHOOL SHOP DISCIPLINE
TOPIC X	SHOP SAFETY
TOPIC XI	HOUSEKEEPING AND MANAGEMENT
TOPIC XIII	COMMENCING THE SCHOOL YEAR

Topic I. Principles of Teaching and Learning

Assignment:

1. Read the references listed below and any others which your time permits.

2. Be prepared to discuss the guide questions and phrases listed below and any others, pertaining to this topic, that may be entertained in class.

3. In a paper not exceeding two pages, list some of the practical ways in which the first seven principles of learning (p. 3 L & K) can be put into use in teaching skills and technical knowledge.

References:

1. Leighbody and Kidd, Methods of Teaching Shop and Technical Subjects. p. 1-8.

2. Silvius and Curry, Teaching Successfully in Industrial Education. pp. 7-9

3. Weaver and Cenci, Applied Teaching Techniques, pp. 1-10.

4. Frylund, Analysis Technique For Instructors, pp. 132-150.

5. Selvidge and Frylund, Principles of Trade and Industrial Teaching, pp. 13-14; and pp. 216-222.

6. Gianchnio and Gallington, Course Construction in Industrial Arts and Vocational Education, pp. 22-26.

Guide Questions:

1. How is teaching defined?

2. Define habit. How is a habit related to learning a skill?

3. How are new ideas initially received?

4. What are the learning principles that were identified by Burton? (Ref. #2, pp. 7-9)

5. In what order of importance do Weaver and Cenci list the five senses in learning?

6. What contributions were made by these educational pioneers: Comenisus, Pestalozzi, and Fellenburg?

7. According to Selvidge and Frylund, what are the success factors in teaching?

8. Why should principles of learning be taken into consideration when preparing a lesson, unit or course of study?

Topic II. Deciding what to teach

Assignment:

1. Read the references listed below and any others which your time permits.

2. Be prepared to discuss the guide questions and phrases listed below and any others, pertaining to this topic, that might be entertained in class.

3. From your own area of interest, select three processes which you believe would constitute good skill lessons. Write down and turn in the objectives for each lesson.

4. Select three topics for informational lessons. Write down and turn in the objectives for each of these.

5. Be prepared for a test covering the contents of topics I and II.

References

1. Leighbody and Kidd, Methods of Teaching Shop and Technical Subjects, pp. 9-20.

2. Gordon, Industrial Arts in General Education, pp. 45-90.

3. Selvidge and Frylund, Principles of Trade and Industrial Teaching, pp. 33-57.

4. Ericson and Seefeld. Teaching the Industrial Arts, pp. 257-291.

5. Giachino and Gallington, Course Construction in Industrial Arts and Vocational Education. pp. 48-55.

Guide Questions:

1. What is an educational objective? What is an educational philosophy?

2. What, according to Gordon, is the primary purpose of all subject matter?

3. What three purposes are served by objectives in education?

4. According to Selvidge and Frylund, what is the general purpose of education and training?

5. How do the objectives of trade and industrial education differ from those of industrial arts?

6. Compare the characteristics of industrial arts with those of vocational education. (Ericson, pp. 258-259).

7. According to Ericson and Seefeld, what is the primary source of subject matter for industrial education?

8. What rules are suggested by Leighbody and Kidd to guide the writing of objectives?

Topic III. Common and Innovative Teaching Methods.

Assignments:

1. Read the references listed below and any others which your time permits.

2. Be prepared to discuss the guide question and phrases listed below and any others, pertaining to this topic, which may be entertained in class.

3. From the lessons that you have chosen in your previous assignments, select one skill and one theory that you will develop in detail, and subsequently used for teaching in this class. Choose the appropriate methods and techniques that you will use to present these lessons. List all the aids and devices that will supplement your presentations. Turn in your assignment for checking by the instructor.

4. Be prepared for a test covering the contents of this topic.

References:

1. Ericson and Seefeld, Teaching the Industrial Arts, pp. 45-81.

2. Silvius and Curry, Teaching Successfully in Industrial Education, pp. 5-6; 274-396.

3. Frylund, Analysis Techniques for Instructors, pp. 138-141.

4. Silvius and Curry. Teaching Successfully in Industrial Arts and Vocational Education Subjects, pp. 114-134.

5. Gordon, Industrial Arts in General Education, pp. 127-137; and 171-195.

6. Giachino and Gallington, Course Construction in Industrial Arts and Vocational Education, p. 43.

Guide Questions:

1. According to Ericson and Seefeld, what teaching methods appear most suitable for shop instruction?

2. What are the basic teaching methods, according to Silvius and Curry, for teaching an entire class or large group? For teaching small groups or individuals?

3. What factors determine when demonstrators should be given?

4. At what rate should a teacher work during a demonstration?

5. What are three types of demonstrations?

6. What are some factors for a successful demonstration? (Ericson and Seefeld, pp. 47-50).

7. Differentiate a lecture from an "illustrated lecture."

8. Explain the use of the four types of instruction sheets mentioned in Ericson and Seefeld?

9. What are some advantages and disadvantages of written instruction sheets.

10. What are some controlled experiences for motivating students for participation in a discussion?

11. How can a field trip be made most effective?

12. What distinction can be made between an teaching method and a teaching technique?

Topic IV. Organizing the Lesson for Teaching

Assignment:

1. Read the references listed below and any others which your time permits.

2. Be prepared to discuss the guide question and phrases listed below and any others, pertaining to this topic, which may be entertained in class.

3. Develop a detailed teaching plan for your skill lesson, and an abbreviated one for your theory lesson. (See Ericson and Seefeld), pp. 69-74. Turn these in during the first class session devoted to Topic V.

References

1. Leighbody and Kidd, Methods of Teaching Shop and Technical Subjects, pp. 21-40.

2. Frylund, Analysis Techniques for Instructors, pp. 141-143.

3. Ericson and Seefeld, Teaching the Industrial Arts, pp. 67-68.

4. Giachino and Gallington, Course Construction in Industrial Arts and Vocational Education, p. 43.

Guide Question:

1. How do Silvius and Curry define: (1) a lesson plan, (2) a unit plan and, (3) a project plan?

2. What are the four steps in teaching according to Leighbody and Kidd? What are the four steps listed by Ericson and Seefeld? According to Weaver and Cencil?

3. There's an old saying that "you can lead a horse to water but you cannot make him drink." How does this illustrate a part of the task of the teacher during the preparation step of the lesson?

4. According to Weaver and Cenci, what are the forms for motivating students?

5. What are some suggestions for securing attention, developing and maintaining interest, and sustaining the desire to learn?

Topic V. Methods of Presenting Skills

Assignment:

1. Read the references listed below and any others which your time permits.

2. Be prepared to discuss the guide questions and phrases listed below and any others, pertaining to this topic, which may be entertained in class.

3. Make a list of all the items which you would need in order to demonstrate your skill lesson including all texts, references (by name), audio-visual aids and devices, materials, and supplies.

4. Make a list of the actual techniques you would use to make your demonstration effective.

5. Make a list of five questions that you would use in your demonstration.

6. List all the items and processes in your demonstration that you would require the teaching of safety.

7. Prepare a sample operation sheet relating to your skill lesson. (See Leighbody and Kidd, p. 74)

References:

1. Leighbody and Kidd, Methods of Teaching Shop and Technical Subjects, pp. 41-55; 59-60; and 63-80.
2. Ericson and Seefeld, Teaching the Industrial Arts, pp. 45-52 and 55-62.
3. Weaver and Cenci, Applied Teaching Techniques, pp. 74-78.
4. Silvius and Curry, Teaching Successfully in Industrial Education. pp. 166-201.
5. Gordon, Industrial Arts in General Education, pp. 127-138 and 139-159.

Guide Questions:

1. What is the basic teaching method used to present skills to students?
2. What is a demonstration?
3. According to Weaver and Cenci, is the art of a demonstration restricted to manual skill alone? Substantiate your response.
4. What advantages does the demonstration offer as a method teaching?
5. What are teaching aids? (Silvius and Curry, p. 167)
6. According to Silvius and Curry, how are teaching aids classified?
7. How do models differ from "mock-ups?"
8. Differentiate a jig from a fixture.
9. What points should be remembered when you weave explanations into your demonstrations?
10. For what purposes should questions be used in a demonstration? What type of questions should be used?
11. When should safety instructions be given?

Topic VI. Methods of Presenting Information

Assignment:

1. Read the references listed below and any others which your time permits.
2. Be prepared to discuss the guide questions and phrases listed below and any others, pertaining to this topic, which may be entertained in class.

3. Finalize the writing of your theory lesson, including the actual names of all texts, references, audio-visual aids and etc.

4. Prepare a sample information sheet that may be used with your informational or theory lesson.

5. Be prepared for a test covering the contents of topics V and VI.

References:

1. Leighbody and Kidd, Methods of Teaching Shop and Technical Subjects, pp. 82-115.

2. Weaver and Cenci, Applied Teaching Techniques, pp. 63-89.

3. Ericson and Seefeld, Teaching the Industrial Arts, pp. 52-54.

4. Silvius and Curry, Teaching Successfully in Industrial Education, pp. 320-329.

Guide Questions:

1. Why is it necessary for shop students to learn information or theory pertaining to skills?

2. Differentiate lecture from illustrated lecture.

3. Might the lecture be used effectively in conjunction with other methods?

4. Leighbody and Kidd suggests that the lecture method is out of place as method teaching. Explain their rationale.

5. According to Silvius and Curry, how should students be prepared and motivated to participate in a discussion?

6. What suggestions are made by Leighbody and Kidd for using the shop-talk method?

7. What is meant by directed study? What suggestion are made by Leighbody and Kidd for conducting directed study?

8. According to Leighbody and Kidd, what method is especially suitable for teaching scientific principles? How should this method be conducted?

9. Explain several uses of programmed instructions.

10. According to Weaver and Cenci, what are the two main types of questions?

11. How might question be used during the presentation of the lesson?

12. What are the techniques upon which the successful use of questions

13. When may the lecture be safely employed?

14. What are some common distracting mannerisms found among teachers and public speakers?

Topic VII. Methods for Testing Manipulative Skills

Assignments:

1. Read the references listed below and any others which your time permits.

2. Be prepared to discuss the guide questions and phrases listed below and any others, pertaining to this topic, which may be entertained in class.

3. Prepare a performance test which would cover the skills to be taught in the manipulative lesson you have selected. (See Leighbody and Kidd, pp. 131-132) to establish standards for test, you should refer to some authoritative sources (reference shop texts).

References:

1. Leighbody and Kidd, Methods of Teaching Shop and Technical Subjects, pp. 116-133.

2. Ericson and Seefeld, Teaching the Industrial Arts, pp. 216-217.

3. Weaver and Cenci, Applied Teaching Techniques, pp. 145-146.

Guide Questions:

1. What is meant by evaluation? Is the term evaluation synonomous with testing?

2. What functions should be served by tests?

3. Describe the two general classifications of tests mentioned in Leighbody and Kidd.

4. What are the characteristics of a good test?

5. According to Weaver and Cenci, what are the three common ways of testing?

6. What are the elements of skills which can be measured? What test is designed to perform these functions? (Refer to both Leighbody and Kidd and Weaver and Cenci).

7. According to Ericson and Seefeld, what is the big disadvantage of the performance test?

8. According to Leighbody and Kidd, what are the steps to be followed when preparing a performance test?

9. What are the two kinds of ratings usually assigned to performance tests? Which is the better method?

Topic VIII. Methods for Testing Informational Knowledge

Assignment:

1. Read the references listed below and any others which your time permits.

2. Be prepared to discuss the guide question and phrases listed below and any others, pertaining to this topic, which may be entertained in class.

3. Prepared an objective type test to cover the information you plan to present in your theory lesson. Be sure to include as many different kinds of objective-type questions as possible.

4. Prepare an objective-type test to cover all of the information contained in topics VII and VIII (of this course). The test should include ten true-false, ten completions, ten matching and five multiple-choice items (35 items total). Be sure to include an answer sheet with the correct answers keyed to specific references and page numbers.

References:

1. Leighbody and Kidd, Methods of Teaching Shop and Technical Subjects, pp. 134-155.

2. Ericson and Seefeld, Teaching the Industrial Arts, pp. 189-216.

3. Weaver and Cenci, Applied Teaching Techniques, pp. 146-173.

4. Educational Testing Service, Making the Classroom Test: A Guide for Teachers.

Guide Questions:

1. According to Weaver and Cenci, what type of test can be used to check the knowledge and understanding of pupils who lack the ability to read?

2. Explain the purpose of each of the two kinds of written tests.

3. According to Leighbody and Kidd, what two things may written tests be used to discover?

4. What kinds of information should an industrial education student need to know, recall or recognize?

5. Define an essay-type question.

6. What are some advantages and disadvantages of essay-type questions?

7. What suggestions are offered by Leighbody and Kidd for preparing and improving essay-type questions?

8. What are the major types of objective test items?

9. What are some suggestions for preparing each of the major types of objective test items? (refer to Weaver and Cenci and Leighbody and Kidd).

10. Of what value are quizzes to instruction? (Weaver and Cenci).

11. What kind of statistical analysis of test question should the teacher make? (ETS, pp. 23-25).

12. When should you use a publish test and when should you make your own? ETS, pp. 25-26).

Topic IX. School Shop Discipline

Assignment:

1. Read the references listed below and any others which your time permits.

2. Be prepared to discuss the guide questions and phrases listed below and any others, pertaining to this topic, which may be entertained in class.

3. In a paper not exceeding three pages in length, outline the details of three conditions upon which successful discipline depends.

4. The following four persons whose names appear below will give a 20-30 minute teaching presentation during the next class session. Check with the instructor prior to that time.

1. _____ 3. _____

2. _____ 4. _____

References:

1. Leighbody and Kidd, Methods of Teaching Shop and Technical Subjects, pp. 165-169.

2. Ericson and Seefeld, Teaching the Industrial Arts, pp. 84-101.

3. Littrell, Guide to Industrial Arts Teaching, pp. 126-130.

Guide Questions:

1. According to Ericson and Seefeld, how would the modern teacher define discipline?

2. Upon what conditions does successful discipline depend?

3. According to Leighbody and Kidd, what is the real purpose of shop discipline?

4. How is self-discipline achieved?

5. What teaching routines would help to eliminate or diminish disciplinary problems?

6. How would you explain the statement good teaching?

7. What suggestions for effective discipline are offered by Haynes? (Ericson and Seefeld pp. 96-100)

8. Should extreme measures of punishment be used? If so, how often? (Littrell, p. 128)

9. What is a logical order for giving corrective measures? What action should be taken for each? (Littrell, pp. 128-130).

Topic X. Shop Safety

Assignment:

1. Read the references listed below and any others which your time permits.

2. Be prepared to discuss the guide questions and phrases listed below and any others, pertaining to this topic, which may be entertained in class.

3. Refer to several (at least four) shop references of your choice (either wood, metal, electricity, automotive, printing, masonry or plastics) and make a list of at least 20 items or points of safety that should be taught.

4. In connection with #3 above, make a list of protective clothing that should be worn working in that shop.

5. Relative to items #3 and #4 above, prepare an abbreviated lesson plan for teaching shop safety.

6. The following persons will give a 20-30 minute teaching presentation.

(1)_____ (3)_____

(2)_____ (4)_____

7. Be prepared for a test covering topics IX and X.

References:

1. Ericson and Seefeld, Teaching the Industrial Arts, pp. 163-174.

2. Silvius and Curry, Teaching Successfully in Industrial Education, pp. 399-433 and 474-484.

3. University of Missouri, Abstracts of Dissertations in Education Study #25, pp. 43-45.

Guide Questions:

1. How can industrial education program contribute to the reduction of the millions of disabling work injuries that occur in the United States.

2. According to Silvius and Curry, how are safety rules categorized?

3. According to Ericson and Seefeld, what are the two general classes of conditions attributable to accidents in the shop?

4. Explain the statement "The instructor is of necessity the central factor in avoiding accidents."

5. Should the teacher depend upon the use of danger signs to prevent shop accidents?

6. What conclusions can you draw from the result of Hughes study?

7. According to the Detroit schools policies, what kind of students may be prohibited from using certain machines?

8. When a school-related accident results in an injury, what five questions usually arise?

9. According to Kigin's study, can shop teachers be held liable for accidents resulting in injuries to students?

10. Define negligence as it has been reported in court liable for accidents resulting in injuries to students?

11. Explain the doctrine of "Loco Parentis."

12. According to Kigin, what four basic conditions may result in court action based an negligence inshop accidents?

13. In what ways may an instructor protect himself legally against liability in connection with shop accidents?

Topic XI. Housekeeping and Management

Assignment:

1. Read the references listed below and any others which your time permits.

2. Be prepared to discuss the guide questions and phrases listed below and any others, pertaining to this topic, which may be entertained in class.

3. In a paper not exceeding two pages in length, explain how you would handle frequent request from other teachers to have your students perform odd repairs in your industrial arts shop.

4. The following persons will give a 20-30 minute teaching presentation.

   (1)_____ (3)_____

   (2)_____ (4)_____

References:

1. Ericson and Seefeld, Teaching the Industrial Arts, pp. 102-144.

2. Gordon, Industrial Arts in General Education, p. 211-224.

Guide Questions:

1. What are the three major purposes of student personnel organizations in shops?

2. According to Gordon, what are the two basic types of student personnel systems?

3. In most cases where a personnel plan has failed to function, to what has this failure been attributed?

4. According to Ericson and Seefeld, what are the advantages and disadvantages of the practice of rotating student assignment in the personnel organization?

5. Why is the individual toolroom preferred to central toolroom?

6. What arguments for and against production work in the shop?

7. What arguments have been advanced for and against students assisting with equipment repairs?

8. What are the arguments against providing students with free materials? What arguments are in favor of this procedure?

SYLLABUS

VOCATIONAL GUIDANCE

DEPARTMENT OF INDUSTRIAL EDUCATION
FLORIDA A. & M. UNIVERSITY
TALLAHASSEE, FLORIDA

INTRODUCTORY EXPLANATION

The purpose of this course is to acquaint the Student with the various phases of the problem of vocational guidance and to develop an understanding of the principles, methods, and procedures that may be employed by the school, and particularly by the counselor, in organizing and carrying out a program of guidance that will assist youth in choosing, preparing for, entering upon, and making adjustment in vocational life.

The course is organized around seven major problems or units in vocational guidance. For each unit there are broad discussion topics, assignments and references. The discussion topics are there to guide your reading and investigations and are also intended to outline problems which call for acquaintance with and the interpretation of facts, the evaluation of ideas, and the formation of judgments. The assignments specify definitely what you are expected to do. The readings, investigations and reports specified in the assignments constitue the formal part of the course. During the class periods questions, related to the subject, will be raised to generate discussions. The list of references are by no means exhastive. They represent basic reading sources. Others are available and may be read by you if your time will permit it.

Students taking the course for graduate credits will be required to perform: (1) all of the assignments, written or otherwise, (2) group discussion leadership functions, (3) literary research and reading in excess of those references listed herein, and (4) consistently well on tests and examinations.

The final grade for each student will be determined by (1) results of two examinations, (2) written work evaluated by the instructor, and (3) classroom reports and participation evaluated by both the students and the instructor.

The final grade for each student will be determined by (1) results of two examinations, (2) written work evaluated by the instructor, and (3) classroom reports and participation evaluated by both the students and the instructor.

Your assignments should be prepared in a careful and scholarly manner. Unless your writing is perfectly legible, your written work should be typed, doubled spaced. In all cases where direct quotations are used, give footnote references, including in sequential order, author, exact title, edition and volume, locations and name of publisher, date of publication, and pages from which quotations are taken. Where no direct quotations are used, simply attach a bibliography of the materials utilized in preparing the assignment. Here again you should give complete data for each item as indicated above. Work turned in on index cards should be single-spaced.

Attach a cover page to each written assignment on which you give the following information, nothing more:

Your name

Course number and title

Unit number

Exact title of your paper,
not the title of the unit.

Date

Staple the pages in the upper left hand corner, and do not fold them.

COURSE OBJECTIVES

Given ample opportunities for active participation and involvement in the planned experiences of this course, it is expected that you will (at the conclusion) be able to:

1. Explain the orgin, development and purpose of vocational guidance and identify the problems which gave rise to the need for this type of guidance.

2. Identify and explain some basic principles around which vocational guidance should be organized.

3. Recognize, name, and explain various assessment techniques commonly used in obtaining essential data about individual characteristics, abilities, interests, and needs.

4. List and explain the types of information individuals need about occupations and then identify various sources from which this information can be collected.

5. Explain the factors which should be considered in making an occupational choice and the procedures to be followed by the counselor in guiding students in the selection of an occupation and the preparation therefore.

6. Develop a written plan of activities for organizing and administering placement and follow-up services for students after they leave school (either dropout or graduate).

7. Outline the duties and responsibilities that may normally be performed in the work of the effective vocational counselor.

CONTENT AND SCOPE OF THE COURSE

Unit I. The History and Development of Vocational Guidance

Unit II. Basic Assumptions and Working Principles of Vocational Guidance

Unit III. The Individual Inventory in Vocational Guidance

Unit IV. Collecting and Disseminating Occupational Information

Unit V. Guidance in Relation to Occupational Choice and Preparation

Unit VI. Placement and Follow-up as Functions of Vocational Guidance

Unit VII. The Vocational Counselor and His Work

UNIT I. THE HISTORY AND DEVELOPMENT OF VOCATIONAL GUIDANCE

Discussion Topics:

1. The Meaning and Purpose
2. The Problem and Need
3. The Orgin and Development
4. Types of Guidance

Assignments:

1. Read the references below and others that are available
2. Participate in classroom discussion.
3. Prpare and turn in written assignment. (To be handed out in class).

References:

Brewer, John M., History of Vocational Guidance.

Conant, James B., Slumbs and Suburbs

David, Henry, Education and Manpower, National Manpower Council.

Jones, Arthur J., Principles of Guidance

Lee, Edwin A., Objectives and Problems of Vocational Education.

McDaniel, Henry B. and Shaftel G.A., Guidance In The Modern School

Myers, George E. Principles and Techniques of Vocational Guidance

National Manpower Council, Improving The Work Skills of the Nation

National Manpower Council, A Policy for Skilled Manpower

Venn, Grant, Man, Education, and Work

London, H.H. Principles and Techniques of Vocational Guidance

UNIT II: BASIC ASSUMPTIONS AND WORKING PRINCIPLES OF VOCATIONAL GUIDANCE

Discussion Topics:

1. Facts and Truths About Individuals
2. Facts and Truths About Occupations
3. Guidance Procedures

Assignments:

1. Read the references below and others that are available.
2. Participate in classroom discussions.
3. Prepare and turn in written assignment. (No. 2).
4. Be prepared for a test after Unit II.

References:

Borow, Henry and others, Man in A World of Work

Cohen, David I., Principles and Practices of Vocational Guidance

Jones, Arthur J., Principles of Guidance

Mathewson, R.H., Guidance Policy and Practice

McDaniel, Henry B., and Shaftel, G.A., Guidance in the Modern School

Myers, George E., Principles and Techniques of Vocational Guidance

National Guidance Association, "The Principles and Practices of Educational and Vocational Guidance Occupations,"

Newberg, Maurice J., Principles and Methods of Vocational Choice

London, H.H., Principles and Techniques of Vocational Guidance

UNIT III THE INDIVIDUAL INVENTORY IN VOCATIONAL GUIDANCE

Discussion Topics:

1. Tests
2. Rating Scales
3. Inventories
4. Interviews
5. Extra-Curricular Activities
6. Sociometric Techniques

Assignments

1. Read the references below and others that are available.
2. Participate in classroom discussions.
3. Prepare and turn in written assignment (No. 3)

References

Bingham, W.V.D., Aptitudes and Aptitude Testing

Darley, John G. Testing and Counseling in the High School Guidance Program

Jones, Arthur, Principles of Guidance

McDaniel, Henry B., and Shaftel, G.A., Guidance in the Modern School

Myers, George E., Principles and Techniques of Vocational Guidance

U.S. Office of Education, Vocational Education Bulletin No. 215, The Individual Inventory in Guidance Programs in Secondary Schools.

U.S. Office of Education, Vocational Education Bulletin No. 232, Selection of Students for Vocational Training.

London, H.H., Principles and techniques of Vocational Guidance

UNIT IV COLLECTING AND DISSEMINATING OCCUPATIONAL INFORMATION

Discussion Topics

1. Concept of Occupational Information
2. Published Sources of Occupational Information
3. Occupational Classifications
4. Occupational Information Agencies
   a. School
   b. Local Community
   c. State and National
   d. Federal
5. Research Techniques for Collecting Information

Assignments:

1. Read the references below and others that are available.
2. Give active participation to class group discussions.
3. Prepare and turn in written assignment (No. 4)

References

Baer, Max F. and Roeber, Edward C. Occupational Information

Hoppock, Robert, Occupational Information

Kirk, Barbara and Michaels, Majorie E. Occupational Information in Counseling

Myers, George E., Principles and Techniques of Vocational Guidance

Norris, Willa, Occupational Information in the Elementary School

Norris, Willa, Zeran, Franklin R. and Hatch, Raymond N., Information Service in Guidance

Shartle, Carroll L. Occupational Information: Its Development and Application

U.S. Department of Labor, Manpower Challenge of the 60's

U.S. Department of Labor, Manpower Report of the President, 1966

U.S. Department of Labor, Occupational Outlook Handbook

London, H.H., Principles and Techniques of Vocational Guidance

UNIT V GUIDANCE IN RELATION TO OCCUPATIONAL CHOICE AND PREPARATION

Discussion Topics:

1. Significance of Occupational Choice
2. Factors for considering Occupational choice
3. Principles and Procedures for the Counselor
4. Needed Information about Training Agencies

Assignments

1. Read the references below and others that are available
2. Participate in classroom discussions
3. Prepare and turn in written assignment (No. 5)

References:

American Vocational Association, Facts You Should Know: Occupational Distribution a Factor In Educational Planning

Conant, James B., Slumbs and Suburbs

David, Henry, Education and Manpower

Goldman, Leo, Using Tests in Counseling

Hollingshead, A.B. Elmtown's Youth

Jones, Arthur J. Principles of Guidance

London, H.H. "Needed: More Realism in Vocational Guidance," School and Community April 1955.

Lynd, Robert and Lyn, Helen, Middletown in Transition

Myers, George E., Principles and Techniques of Vocational Guidance

Packard, Vance, The Status Seekers

Roe, Ann, The Psychology of Occupations

Super, Donald E. The Psychology of Careers

Tepson, Victor L., "Scholastic Proficiency and Vocational Success," The Educational Digest, 17: No. 7, March, 1952.

U.S. Office of Education, Selection of Students for Vocational Training. Bulletin, No. 232.

London, H.H., Principles and Techniques of Vocational Guidance.

UNIT VI PLACEMENT AND FOLLOWUP AS FUNCTION OF VOCATIONAL GUIDANCE

Discussion Topics

1. The Placement Function
2. The Follow-Up Function
3. Concept of Occupational Adjustment
4. Concept of Vocational Development
5. Public and Private Placement Agencies

Assignments:

1. Read the References below and others that are available
2. Give active participation to class groups discussions
3. Prepare and turn in written assignment (No. 6)

References

Byram, Harold M., Locially Directed Evaluation of Local Vocational Education Programs

Frye, Ronald M. A Vocational Follow-up of Dropouts and Graduates of Hickman High School.

Jones, Arthur J. Principles of Guidance

Mohs, Milton, Service Through Placement American Association of Junior Colleges

Myers, George E., Principles and Techniques of Vocational Guidance

National Advisory Council on Vocational Education, Third Report: Vocational Education Amendments of 1968, July 10, 1970.

Super, Donald M., "A Theory of Vocational Development," The American Psychologists, 8:185-190, 1953.

London, H.H., Principles and Techniques of Vocational Guidance

VII THE VOCATIONAL COUNSELOR AND HIS WORK

Discussion Topics:

1. Opportunities for the Vocational Counselor
2. Qualifications of the Vocational Counselor
3. The Occupational Specialists
4. Duties of the Vocational Counselor
5. Organization and Administration of the Vocational Guidance Program

Assignments:

1. Read the references below and others that are available
2. Participate in classroom discussions
3. Prepare and turn in written assignment (No. 7)
4. Be prepared for final exam

References:

Bureau of Training, War Manpower Commission, The Training of Vocational Counselors

Florida State Certification Requirements

Florida State Plan for Vocational Education

Jones, Arthur J. Principles of Guidance

Jones and Others, "The Preparation and Certification of the School Counselors," Occupations: The Vocational Guidance Magazine 19:533-539, April, 1941; May, 1941; pp. 589-594.

National Advisory Council on Vocational Education, Third Report: Vocational Education Ammendments of 1968, July 10, 1970

Roeber, E.C. and others, Organization and Administration of Guidance Services.

Tyler, Leona E., The Work of the Counselor

U.S. Office of Education, Vocational Bulletin No. 204, Occupational Information and Guidance: Organization and Administration.

U.S. Office of Education, Vocational Education Bulletin No. 232, Selection of Students for Vocational Training.

London, H.H., Principles and Techniques of Vocational Guidance.

APPENDIX B

Form to Evaluate Instructional Materials For The Academically Disadvantaged

REVIEW FORM TO EVALUATE INSTRUCTIONAL MATERIALS
FOR THE ACADEMICALLY DISADVANTAGED

Name of reviewer_____

Title of the materials (complete and exact)_____

_____

Author(s)_____

Publisher (Name, City, State)_____

_____

Copyright Date_____Publication Date_____

The questions which follow describe desirable characteristics of instructional materials for the academically disadvantaged. Circle the answer which most closely fits the materials you are viewing.

INITIAL SCREENING ITEMS

YES NO 1. Is the content in the materials presented with a practical rather than a theoretical emphasis?

YES NO 2. Do the materials specify frequent active involvement of the learners, particularly hands-on activities?

YES NO 3. Are practice or drill exercises included throughout the materials?

YES NO 4. Are the materials high visual (with a high proportion of high interest, nontechnical photographs, illustrations, tables, etc., to printed text)?

YES NO 5. Does the readability level of the materials appear to be appropriate for the disadvantaged learners (approximately fifth to eighth grade reading level or lower)? (If audio materials, is the comprehension level appropriate?)

---

* If you have circled YES for all the first five items, go on to item six and complete this review form.

* If you have circled NO for any of the first five items, completion of the remainder of this form is optional depending on other outstanding features you have identified.

CONTENT PRESENTATION

YES NO 6. Are prerequisite information and skills training included in the materials, i.e., students are not expected to have much prior knowledge?

YES NO 7. Do the materials have a low demand for reading, writing, and math skills?

YES NO 8. Are vocabulary-building activities included throughout the materials?

YES NO 9. Are safety procedures emphasized when applicable?

INSTRUCTIONAL DESIGN FEATURES

YES NO 10. Do the materials contain directions that are simply stated and easy to follow?

YES NO 11. Would the materials be easy for disadvantaged learners to use in individualized instructional settings?

YES NO 12. Is the instruction broken into small steps providing many opportunities for success?

YES NO 13. Do the materials encourage enrichment activities, such as discussions, field trips, and special projects?

YES NO 14. Are answers for practice or drill exercises provided for the learners?

YES NO 15. Do the tests in the materials have a simple format which does not require a lot of reading, writing, and math skills?

YES NO 16. Are evaluation measures for hands-on tasks included in the materials, (for example, checklists, rating scales, etc.)?

YES NO 17. Do the materials contain frequent diagnostic checkpoints for feedback and remediation?

LANGUAGE/PRESENTATION/APPEARANCE

YES NO 18. Is the print easy to read?

YES NO 19. Is the language/presentation clear and unambiguous?

YES NO 20. Do the materials use correct grammar, punctuation, and spelling?

YES NO 21. Do identical or similar items in the materials (words, numbers, abbreviations, headings or subheadings, etc.) appear to be consistently presented?

YES NO 22. Do the materials make use of analogies, examples, definitions, or memory aids to assist disadvantaged learners?

OVERALL QUALITY

YES NO 23. In your opinion, are these materials good enough to be adopted as ehy are for disadvantaged learners?

YES NO 24. In your opinion, are these materials worth adapting to be used with disadvantaged learners? (Answer only if #23 is circled "no.")

CALCULATED READABILITY LEVEL (Use Raygor Scale provided with instrument)

YES NO 25. The reading grade level of these materials is approximately _____.

DIRECTIONS FOR USING THE RAYGOR READABILITY FORMULA

Find three representative passages. Choose one at the beginning, middle, and end of the text. They must be written in complete sentences, not short phrases or captions. Each passage must have at least 100 words on the same page.

For each passage:

1. Count out 100 words. Include proper nouns. Do not count numerals (1, 34, IV, etc.)

2. Count the sentences in the passage. If the end of the passage falls in the middle of a sentence, estimate how much of that sentence is included in the passage. Estimate to the nearest tenth. Add the decimal to the number of whole sentences. Record this figure.

3. Count the words with 6 or more letters. Record this figure.

4. Calculate the average number of sentences. Calculate the average number of large words. (To calculate averages, add each set of figures and divide each total by 3.)

5. Plot each average on the RAYGOR graph to determine readability level of the text.

IMPORTANT CONSIDERATIONS

Most readability formulas set a criterion like the following: "If the readability level of a text is 5.0, a student reading at 5th grade level should be able to comprehend the text with 60% accuracy, given a multiple choice test on the content." (Notice that 60% does not exactly represent "independent" reading.)

A readability score is only an estimate of the reading level of the material. Generally, students should read two or more grade levels higher than the readability level of the material to be expected to read it without difficulty.

Other factors, however, such as interest in the subject or desire to work in the occupational area, may enable students to read materials above their reading level with better comprehension than would ordinarily be expected.

APPENDIX C

THE SPECIAL NEEDS LEARNER IN VOCATIONAL EDUCATION

THE SPECIAL NEEDS LEARNER IN VOCATIONAL EDUCATION

OVERVIEW

Programs for the disadvantaged and handicapped are being given special priority in education at all levels at the present time. Many vocational educators, as well as their colleagues in English, Math, Social Science, and Science are becoming more aware of problems associated with teaching the special needs learner and are seeking ways to cope with them. Students with special needs, like all other learners, have individual learning characteristics, but for may people vocational activities provide effective learning. For this reason, the vocational teacher must be prepared to deal with both the unique needs of each individual and the general concerns of groups of students.

Vocational teachers who intend to help the special needs learner achieve meaningful goals as a worker and citizen need more than a compassionate attitude. A positive attempt is being made by many vocational teachers to share the responsibility of teaching the learner with special needs. Involving other professionals in individual programming, team teaching, and evaluation based upon the individual attainment of goals and objectives are common examples of shared responsibilities. The learner's special education teacher is and implement appropriate educational activities that allow the special needs learner to compensate for a seemingly difficult disability.

SPECIAL NEEDS DEFINED

Special needs is a broad, inclusive, and sometimes confusing concept that is being used by administrators and teachers when talking about an individual student that may benefit from being "mainstreamed" into various program areas in the schools. In many cases, the term special needs, or students with special needs, is not understood and, therefore, incorrectly used.

As the concept implies, a student with special needs is an individual who may be very much like his peers in every way except for unique learning characteristics or traits that substantially inhibit progress in school.

Special needs, therefore, is an encompassing term that takes into account students who are either disadvantaged and/or handicapped.

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"The term 'disadvantaged' means persons (other than handicapped persons) who have academic or economic handicaps and who require special services and assistance in order to enable them to succeed in vocational education programs . . ." (PL 94-482, Title II Part C, Sec. 195, 16).

"The term 'handicapped' when applied to persons, means persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled, or other health impaired persons who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance or who require a modified vocational educational program." (PL 94-142, Title II Part C, Sec. 195, 7).

WHO ARE THE HANDICAPPED?

Students may qualify for special services in programs for the handicapped, in the area of special needs, when they fulfill the following conditions: (1) they must be diagnosed by qualified personnel and classified as handicapped according to the definitions established by the State Education Agency, and (2) because of their handicap they are unable to succeed in regular educational programs for individuals without such handicaps.

There are nine sub-categories under which students may be classified as handicapped, the first of which is Mentally Retarded. The mentally retarede student represents the lower group of individuals on the intelligence scale. Most mentally retarded students can be considered normal in height, weight, psychomotor abilities, vision and hearing, but they are deficient in the intellectual areas of development. The levels of mental retardation include:

1. MENTALLY RETARDED

Mildly Retarded students are individuals who can be expected to achieve a maximum of sixth-grade academic work. They tend to have an IQ that ranges from 50 to 69, and can be expected to acquire 45 to 75 percent of normal intellectual development. The mildly retarded are expected to blend into society if given appropriate educational experiences so they can live and work independently.

The Severely Retarded have an IQ range of 25 to 39 and require supervision in the majority of tasks they perform. Many of these are being integrated into public school programs as a result of PL 94-142.

Moderately Retarded students tend to learn at a slower rate than do the mildly retarded. The moderately retarded can be taught tasks or activities which require single skills under adequate supervision. These students normally have IQ's below 50, and intellectually, do not develop beyond 45 percent of normal.

The Profoundly Retarded are those students with IQ's below 24. They require a maximum amount of supervision, especially with tasks requiring self-care. Their involvement in the public school requires specially prepared teachers and a strong support staff.

2. LEARNING DISABLED

The second handicapping sub-category is Learning Disabled. Students who experience learning problems not due to visual hearing, motor, mental retardation, emotional disturbances, or environmental handicaps can be categorized under this grouping. In most cases, these students demonstrate disorders involved in understanding or using the spoken or written language. Typical disorders which may be the cause of student learning disability are perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia.

3. EMOTIONALLY DISTURBED

The Seriously Emotionally Disturbed is another sub-category that is typified by disturbances which affect an individual's ability to control one's own behavior. Patterns of maladjustment can usually be grouped as one of the following: unsocialized aggressiveness, socialized aggressiveness, or overinhibitness. In all cases, these behaviors are unacceptable to society.

4. ORTHOPEDIC

The next sub-category of handicapped is the Orthopedically Handicapped. These students are normally limited in mobility, sitting, and/or use of tools and equipment because of muscular, skeletal, or neuromuscular impairment. These may relate to cerebral palsy, spina bibida, curvature of the spine, muscular dystrophy, hemophilia or other defects in legs, arms, neck, or hips.

5. VISUAL

The fifth sub-category is the Visually Handicapped. These students are handicapped in a normal educational program by their difficulty or inability to see. Under this heading, students are legally classified as one of the following:

Partially Sighted or Visually Impaired students are those who can learn to read print, but whose vision is limited even with corrective devices, and who need modifications in order to succeed in a normal educational program.

The Blind are those students who cannot see print and who need instruction in braille. This is the severest visual classification. These students must depend totally on their other senses to function in an educational program.

6. HEARING

The sixth sub-category is the Hearing Impaired. These students have a loss of hearing which effects their performance in a normal educational setting. Legally, hearing impaired students are classified as one of the following:

Hard of Hearing individuals normally have sufficient hearing to develop language and speech, with the use of a hearing aid, through the sense of hearing.

Deaf individuals do not have sufficient hearing, even with the use of a hearing aid, to develop language and speech through the sense of hearing. In a number of cases, the deaf student tends to be somewhat of a lower performer in educational programs than does the hard of hearing.

7. SPEECH

The next sub-category of handicap is Speech Impaired. These students normally have speech patterns which are noticeably different from the normal. There are many forms of speech impairment, ranging from complete inability to speak to minor articulatory defects. Furthermore, there are many cuases for speech difficulties, ranging from delayed speech and hearing impairments to cerebral palsy and cleft palate.

8. OTHER HEALTH IMPAIRED

The eighth sub-category of handicap is Other Health Impairment. These students are so categorized because they demonstrate limited strength, vitality, and alertness. The conditions of the other health impaired student are caused by chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, hepatitis, asthma, epilepsy, leukemia, or diabetes.

9. MULTIHANDICAPPED

The last sub-category of handicap is the Multihandicapped. Students classified as multihandicapped must have a combination of any of the above mentioned handicaps. These handicaps, in turn, prevent the student from progressing in a normal educational setting.

WHY IDENTIFY DISABLING CHARACTERISTICS OF SPECIAL NEEDS LEARNERS?

Often the vocational teacher may prefer not to know about the disabilities of a special needs learner until there has been an opportunity to interact with the learner in laboratory activities. In other situations involving people with epilepsy, loss of hearing, emotional disturbances, or perceptual difficulites, it may be essential to immediately become aware of characteristics that could be dangerous or embarrassing to the learner and his or her peers.

Diagnostic information including disabling characteristics and unusually poor progress in school may qualify a learner for additional supportive services.

Although the specific data collected, such as IQ range, may not always be meaningful for the vocational teacher, a learner who qualifies as having special needs may qualify for services that could support the vocational program. Specifically these services could support the purchase of materials, equipment, and support personnel to better ensure the learner's access to appropriate educational activities.

Once a special needs learner has been identified, and becomes involved in the vocational program, the vocational teacher need not feel that there is no supportive help available if the learner experiences unusual difficulty. Special education teachers, counselors, and school psychologists should be qualified and eager to provide insight and, in more progressive programs will become actively involved in team teaching situations.

Public Law 94-142, The Education for all Handicapped Children Act and the Rehabilitation Act of 1973, Sections 503 and 504 are federal laws which are designed to privide free and appropriate public education to all handicapped students. Each handicapped student will have an individualized educational program (IEP) that will be updated on a yearly basis. For many of these students, vocational education should be included in their educational programs. The program should be developed in cooperation with the parents as well as school authorities and when the vocational program is selected as appropriate for an individual, the vocational teacher will be responsible for helping to develop part of the plan.

Selection and evaluation of activities are made according to the learner's specific needs and progress instead of on the basis of what others in the class may be doing. Vocational teachers will be responsible for providing the following information for a student's individual educational plan (IEP):

1. Determine student's current performance level
2. Define student's annual goals
3. Identify performance objectives
4. Describe probable activities to be completed
5. Specify appropriate evaluation techniques

SERVICES FOR THE SPECIAL NEEDS STUDENT

Services are to be made available to individual students that provide adequate instruction and supplementary equipment or materials to enable them to succeed in the educational program of their choice. Under the Education for All Handicapped Children Act (PL 94-142), the Vocational Education Act of 1963 (PL 88-210), and the Amendments of 1976 (PL 94-482), funding shall be made available only for those programs giving ready access to the disadvantaged and handicapped and provides a situation whereby they can experience success.

Examples of the types of services that may be funded for the special needs students include the:

1. Establishment of an advisory committee to help in the development of programs and act as liaison between the school and community.

2. Conducting of surveys and evaluations to identify the special needs population and agencies supportive to them; and the assess the effectiveness of educational programs designed to serve special needs students.

3. Implementation of promotional activities designed to reach the special needs population regarding the availability of educational programs that can best serve them.

4. Designing and implementing of programs for the identification of special needs students through counseling, evaluation, and diagnostic procedures.

5. Providing of staff development to help teachers work with special needs students.

6. Modification of class schedules to allow teachers additional time to work with special needs students.

7. Modifying of curriculum to enable the special needs student to continue in a regular educational program by assisting them to compensate for their disadvantages and handicaps.

8. Designing of new curricula especially for the special needs student.

9. Modifying the shop and laboratory equipment for the handicapped.

10. Utilization of supplemental educational services.

11. Enlisting the support and cooperation of local community members, business, and industry.

INVOLVING THE VOCATIONAL TEACHER IN WRITING THE INDIVIDUAL EDUCATION PROGRAM (IEP)

The mandate for placing handicapped students in a "least restrictive environment" in PL 94-142 will have a predictably large impact on the teacher of vocational education. This impact was felt most heavily in the fall of 1980 when handicapped children was able to stay in the public schools until they reach age 21. The purpose of this expanded school career is to enable handicapped students to attain the vocational skills which will allow them to enter the community as independently functioning individuals. It is reasonable to assume that a great number of the skills these individuals must attain for future employment and self-fulfillment are those skills received through thraining in vocational education. Vocational teachers are already feeling the pressure to accommodate the handicapped; often with little or no preparation for the task at hand. In the past, the vocational teacher may have had the handicapped student placed in his/her classroom with little or no communication from special services, special education, or others who are aware of the student's needs, learning style, or limitations. Through participation as a working member of the IEP committee, many teachers are finding a rewarding new route to communication with and assistance from those who know the student best: the special services personnel, the parents, and the special needs student. The opening of this ongoing communication system has been viewed by some as one of the most beneficial of the outcomes of the IEP process.

The IEP process is an ongoing process rather than an event that begins upon determination that a student has the need for special services. The written IEP ordinarily contains several parts. These include: assessment information, including program placement, placement rationale, extent of placement in regular classes, special education services, needed physical education progarm, vocational program, and names of personnel responsible for implementation; implementation information including preferred learning style, strengths and talents, special instructional materials needed; staff information, including date of meeting, signatures of those present, date for reevaluation; annual goals; short-term objectives, with objective criteria and evaluation procedures and schedules.

The IEP is written by a team which is made up of the school administrator (or designee), assessment personnel, special services personnel, teachers, parents, and the student whenever possible, those persons responsible for the person's education.

The vocational teacher needs to be present during the initiation of the IEP process, more commonly he/she would be involved in the preparation and implementation of the short-term objectives, which should be developed by those personnel who are responsible for classroom implementation. The input of the vocational teacher is mandatory here because the special education teacher and the regular classroom teacher may lack knowledge of the activities available in the industrial arts program.

HOW DO VOCATIONAL AND SPECIAL EDUCATION PERSONNEL COORDINATE THEIR PROGRAM OFFERINGS?

Successful coordination of effort between the vocational teacher and special education personnel depends to a large degree upon cooperation. This cooperation should be based upon a firm commitment to the understanding and awareness of importance of the other professional's field of expertise in fostering success for the learning disabled or handicapped person. Both the vocational teacher and the special educator need to acquire an understanding of each other's field, which would include developing a minimal competence in the area. This minimal competence and a respect for the other's expertise can help generate a positive formal cooperative relationship to insure comprehensive instructional planning for the handicapped person's needs.

APPENDIX D

PUBLIC POLICY ON THE HANDICAPPED

PUBLIC POLICY ON THE HANDICAPPED

The Education for All Handicapped Children Act (PL 94-142) became law on November 29, 1975. Final regulations implementing the law were issued on August 23, 1977. Both the law and the federal regulations have implications for teachers and other professionals in the school system. The following analysis is an attempt to translate federal policy on the education of the handicapped into the requirements that the law will place on schools and teachers.

1. Whom is the law intended to serve?

   All handicapped children ages three to twenty-one years are the intended beneficiaries of PL 94-142. The law stipulates that children ages three to eighteen must be served by September 1, 1978, and children three to twenty-one by September 1, 1980.

2. Are there priorities among the intended beneficiaries?

   Yes, children who are not receiving an education are the first priority. Children who are receiving an inadequate education and are severely handicapped are the second priority.

3. What proportion of the costs of implementing PL 94-142 will the federal government pay?

   The federal government will share an increasing proportion of the costs of PL 94-142. In fiscal year 1978, the federal share will be 5 percent of the national average expenditure per public school child times the number of handicapped children being served in the school districts of each state; in fiscal year 1979, 10 percent; in fiscal year 1980, 20 percent; in fiscal year 1981, 30 percent; and in fiscal year 1982 and each year thereafter, 40 percent.

4. Where will handicapped children receive educational services?

   The new law is intended to provide services to handicapped children in the "least restrictive environment" consistent with their needs. Placing children in the least restrictive environment will often mean mainstreaming.

5. What is mainstreaming?

   Mainstreaming is the term used to describe the placement of handicapped children into regular classrooms, with supplementary aids and services provided when needed, or into self-contained special education classes within a regualr school. Only those children whose severity of handicap mitigates against such placement will be placed into special classes or schools.

6. How will individual placement of a handicapped child be determined?

   Federal regulations outline an elaborate due process mechanism for placing handicapped children into the proper educational environment. The due process requirements give certain rights to parents of handicapped children and to the children as well. In most instances, parents will have the final

word in the placement of their youngster. Local education agencies, however, may contest parents' views through administrative hearings or court action.

7. Are there due process guarantees in the regulations which protect the teachers of handicapped children?

No, the regulations published on August 23 do not guarantee that teachers have direct access to procedural safeguards when they disagree with the placement of a particular child in their classroom, when they feel their workload has been burdensomely increased because of such placement, or when their class size has been enlarged. If a local education agency decides to support a teacher, it may initiate due process procedures on the teacher's behalf.

8. How will the educational needs of handicapped children be met in the classroom?

The regulations require that an Individualized Education (IEP) be developed for each handicapped child. On October 1, 1977, an IEP must be developed for each child already receiving special education or related services at the beginning of the school year or within thrity days of determination of a child's eligibility for special education.

9. What is the Individualized Education Program?

The IEP is a written statement for each handicapped child developed in a meeting between a representative of the school, a teacher, the child's parents or guardian, and the child if appropriate. The IEP includes: (1) a statement of the present levels of education performance of the child; (2) a statement of annual goals, including short-term instructional objectives; (3) a statement of the specific educational services to be provided and the extent to which the child will be able to participate in regular programs; and (4) the projected date for initiation and the anticipated duration of such services; appropriate objective criteria and evaluation procedures; and schedules for determining, on at least an annual basis, whether instructional objectives are being met.

10. Does the IEP bind teachers to a contract concerning the achievement of handicapped children?

Although the proposed federal regulations did not clearly absolve teachers of a contractual obligation in achieving the goals outlines in the IEP, the final regualtions issued August 23 state:

> The Act (PL 94-142) does not require that any agency, teacher, or other person be held accountable if a child does not achieve the growth projected in the annual goals and objectives.

11. What provision is there in PL 94-142 for in-service training for teachers to assist them in dealing with the needs of handicapped children?

Provisions for both preservice and inservice training are part of the act. While the regulations call for a stateplan which includes incentives to teachers to participate in inservice training, there is no specific

requirement that teachers be involved in developing preservice programs. The incentives which a state educational agency may provide include released time, payment for participation, option for academic credit, salary step credit, certification renewal, or updating professional skills. A state must include some incentives to teachers to participate in inservice training, but the selection of the particular incentives are at the discretion of the state. Although the law requires that there be programs of preservice and inservice training, no new federal funds have been authorized specifically for this purpose by PL 94-142.

12. What other provisions of federal law relate to education for the handicapped?

Section 504 of the Rehabilitation Act of 1973 is a non-discrimination provision which requires that recipients of federal funds provide equal opportunities to handicapped persons. Federal regulations have been interpreted to require that all educational services provided to non-handicapped persons by institutions receiving federal funds be provided to handicapped persons as well. Included would be the right to interpretors for the deaf and mechanical seeing aids to the blind who wished to take regular classes. Some colleges which are receiving federal funds are challenging the 504 regulations in court.

P.L. 94-142 Handicap Act
Designed for special needs learners

EMR - Educable Mentally Retarded
1. I.Q. Range 50-80
2. No outward appearance difference

TMR - Trainable Mentally Retarded
1. I.Q. Range 30-50
2. Monogolism, Hydro-sypholic cosmedical differences

NI - Neurologically Impaired
1. Normal appearance

PI - Perceptually Impaired
1. Normal appearance

ED - Emotionally Disturben

SM - Socially Maladjusted

VH - Visually Handicapped

AH - Auditorily Handicapped

CH - Communication Handicapped

OH - Orthopedically Handicapped

CI - Chronically Ill

MI - Multiple handicap - 2 or more of categories above

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